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ABSTRACT

This manual is a compilation of the bilingual (i.e., English and Spanish) programs sections for the 2001 and 2002 Texas Reading Club manuals. The sections have been combined and organized into chapters according to the age level of their audiences--toddlers, preschoolers, families, elementary school-age children, and young adults. Included are suggestions for books to share, bulletin boards, decorations, activities, creative drama, storytelling, crafts, fingerplays, rhymes, songs, games, flannel boards, puppet shows, musical recordings, Web sites, and professional resources. Flannel board patterns, templates for a map and flags craft, and an annotated bibliography of 147 books, 16 audio recordings, 4 videos, and 1 CD-ROM are included. (MES)

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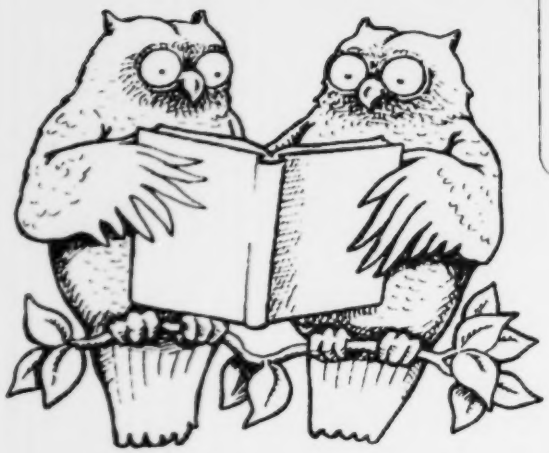

Dígame un cuento

Tell Me A Story:

Bilingual Library Programs for Children and Families

By Elida Guardia Bonet, Paola Ferate-Soto, Josefina Rodriguez-Gibbs, Nohemi Lopez, and Maricela Moreyra-Torres

Edited by
Christine McNew

Published by
The Library Development Division of
The Texas State Library
and Archives Commission
Austin, Texas 2002

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Dígame un cuento / Tell Me A Story: Bilingual Library Programs for Children and Families

Preface

This manual is a compilation of the Bilingual Programs Chapters from *To the Library and Beyond! : 2001 Texas Reading Club Manual* and *Read Across Texas! : 2002 Texas Reading Club Manual.* The 2001 Bilingual Program Chapter was written by Elida Guardia Bonet. The 2002 Bilingual Program Chapter was written by Paola Ferate-Soto, Josefina Rodriguez-Gibbs, Nohemi Lopez, and Maricela Moreyra-Torres.

The 2001 and 2002 Bilingual Programs Chapters have been combined and organized into chapters according to the age level of their audiences in this manual. There are chapters with programs for toddlers, preschoolers, families, elementary school-age children or young adults, and young adults. In each chapter, the programs that originally appeared in the 2001 Texas Reading Club manual are printed before the programs from the 2002 Texas Reading Club manual. The authors are credited for each of the programs they developed.

Introduction

Libraries throughout Texas and the United States are expanding services to Spanish-speaking communities. Bilingual and Spanish-language programs, along with Spanish-language book collections and bilingual library tours, are at the heart of a growing effort to stimulate a love for books, reading, and libraries among Spanish-speaking patrons. These programs encourage Spanish-speaking children and adults to enjoy books and reading, to learn, and to delight in regular visits to the library.

Why are bilingual and Spanish-language programs important? There are many reasons.

Research reveals a strong tie between literacy rates and exposure to books early in life. Children who have access to books develop pre-reading skills that enable them to become proficient readers. Educators say bilingual children benefit from being read to both in their primary language and in English. "The main idea is to connect a child with a book on a subject they love," said Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at Cal State San Marcos. "If Spanish is their language, it has to be done in Spanish."[1]

Chapter 128.2 of the Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language states that "For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and

[1] Martin, Hugo. "The ABC's of helping youngsters achieve literacy—the first skill.; Reading by 9; Going Where Schools Can't." Los Angeles Times 22 Nov. 1998: Record Edition P. 2.

students literate in their first language will apply these skills and other academic proficiencies to the second language."

On a cultural level, librarians as storytellers have the opportunity to see that the riches of oral traditions are passed on to future generations. Cuentos, or traditional stories and legends, have been at the center of the Latino family experience for generations. With humor and warmth they express dreams and truths about life and inspire children to cherish their cultures. Library staff are encouraged to discover and retell cuentos beyond those included in this manual.

The publication of professional resources including *Library Services to Youth of Hispanic Heritage* edited by Barbara Immroth and Kathleen de la Peña McCook and *Programming With Latino Children's Materials: A How-To-Do-It Manual for Librarians* by Tim Wadham have inspired librarians to begin or expand programs offered to these patrons.

Librarians may present bilingual children's programs whether or not they are fluent in Spanish. Many Spanish-language children's books are simple enough for individuals with limited Spanish skills to read aloud. More and more children's books are being published in a bilingual format, and translations of many more books are readily available.

Two excellent web sites with suggestions for bilingual and Spanish-language programming are the *El día de los niños / El día de los libros* web site sponsored by the Texas State Library and Archives Commission at www.tsl.state.tx.us/ld/projects/ninos/index.html, and the *REFORMA Celebrates El día de los niños: El día de los libros* web page at http://clnet.ucr.edu/library/reforma/resources/ninos/dia.html.

Here are some basic formats for presenting books and stories in Spanish and English:

- Read the story predominantly in English and present key words or phrases in the other language. This is the easiest format for librarians with beginning Spanish skills.

- Read a sentence or page in one language and then read the translation.

- Read a story from beginning to end in one language and then the other.

- Present the story by switching from one language to another without translation, always maintaining grammatical correctness in both languages. This format is most appropriate when the reader and the audience are fully bilingual.

If a favorite book or story is not yet available in Spanish, youth librarians may use a Spanish / English dictionary to translate key words or phrases, or may ask a bilingual staff member to assist with translation of words, phrases, or the complete text.

There are many wonderful Spanish-language fiction and picture books for children by authors from Spanish-speaking countries. These books may play an important role in maintaining a child's sense of cultural heritage. Titles by Spanish-speaking authors are emphasized in the programs from the 2001 Bilingual Programs Chapter by Elida Guardia Bonet. In addition, many books that were originally written in English are available in bilingual formats or in Spanish-language translations. These are emphasized by the authors of the 2002 Bilingual Programs Chapter.

Recommendations of Spanish-language materials are available on the web site for the Center for Study of

Books in Spanish for Children and Adolescents at http://public.csusm.edu/campus_centers/csb/ and on *Amazon.com*'s Spanish books page at www.amazon.com/spanish-books. A list of distributors and publishers of bilingual and Spanish-language children's books is included at the end of the manual.

And finally, music has been described as a universal language that transcends all barriers of communication. From the merengue of the Dominican Republic to the rancheras of Mexico, música latina is the heart and soul and unifying language of Latin American cultures. Many suggestions for musical recordings for children are included in the programs in this manual. Librarians are encouraged to learn more about musicians and musical genres such as salsa, tejano, cumbia, boleros, and rancheras.

A list of recordings compiled by Ben Ocón of the Salt Lake City Public Library for a presentation at the REFORMA National Conference II entitled "¡Música Latina! Collection Development and Listener's Advisory Strategies for Libraries" is linked to the *El día de los niños/ El día de los libros* web site at www.tsl.state.tx.us/ld/projects/ninos/recordings.html.

As you look through the suggestions in this manual, choose your comfort level for presenting your programs. You will be delighted as Spanish-speaking children and families in your community express their enjoyment and appreciation for your efforts to reach out to them.

Christine McNew
Youth Services Consultant
Texas State Library and Archives Commission

Programs for Toddlers

Hats Around the World

by Elida Guardia Bonet

Books to Share

Hats, Hats, Hats by Ann Morris.
Pedro, His Perro, and the Alphabet Sombrero by Lynn Rowe Reed.
Se venden gorras / Caps for Sale by Esphyr Slobodkina.
Sombreros y gorros / Hats by David Lloyd.
Uncle Nacho's Hat by Harriet Rohmer.
Who Took the Farmer's Hat by Joan L. Nodset.
Whose Hat Is That? by Ron Roy.

Bulletin Board

Display pictures of different kinds of hats.

Decorations

Place hats of all types, colors, and shapes, old and new, on tables, around the room, and on hat stands.

Activity

Put hats on the heads of the children at your storytime program and ask them to guess the occupation of someone who would wear the hat, for example, fireman, policeman, cowboy, baseball player, etc. At the end of storytime, let the children play dress up. Be sure to bring a mirror!

Creative Drama

Read the book or tell the story *Se venden gorras / Caps for Sale*, by Esphyr Slobodkina. When the peddler is sleeping under the tree and the monkeys take his hats, give each child a colorful felt square or hat made from construction paper. Tell the children to wear their "hats" and that they will be "monkeys" who mimic everything the peddler does and says. At the end of the story, the children all throw their "hats" onto the ground.

Storytelling

Tell the story of *Uncle Nacho's Hat.*

Movement Activity

The Mexican Hat Dance

Children love dancing the Mexican Hat Dance. The basic movement is a simple shuffle ball change on each foot. Children dance in a circle around a sombrero which is a big straw hat with a wide brim that is often seen in Mexico, like the one worn by the famous cartoon character, Speedy Gonzales. The Mexican Hat Dance is on *Dance Music Mexican Style* by El Charro & Las Jalapeñas.

Crafts

Make an Alphabet Sombrero

Read the book *Pedro, His Perro, and the Alphabet Sombrero,* by Lynn Rowe Reed. Give the children a sheet of paper with an outline of a hat, and let them draw and color all the things they might want on their own hat.

Hats, Hats, Hats!

Copy the handout at the end of this chapter with different styles of hats and give it to the children to color.

Professional Resources

Library Services to Youth of Hispanic Heritage edited by Barbara Immroth and Kathleen de la Peña McCook.

Programming With Latino Children's Materials: A How-To-Do-It Manual for Librarians by Tim Wadham.

Los Animales

by Elida Guardia Bonet

Books to Share

Los animales / The Animals Picture Word Book by Claudia Zeff.

Rabbit Wishes by Linda Shute.

Rana ranita / Froggie Froggette by Hilda Perera.

Pinta ratones by Ellen Walsh.

Pollita chiquita / Henny Penny by H. Werner Zimmermann.

Rosaura en bicicleta by Daniel Barbot.

¿Quién vive en el árbol? by Jim Channel.

¿Quién soy? by Aurélie Lanchais & Alain Crozon.

Yo tenía UN hipopótamo by Héctor Viveros Lee.

Bulletin Board

Decorate the bulletin board with pictures of the animals from *Pollita chiquita / Henny Penny.* Arrange them in the sequence that the animals meet on the way to visit the King.

Fingerplay

La hormiguita

To play this tickle game, walk two fingers up the child's arm, beginning at the hand. The fingers are a little ant looking for a home. When the fingers reach the child's armpit, tickle him or her. That is when the ant finds her home!

Por aquí va una hormiguita
buscando su casita.
Por aquí pasó,
por aquí pasó,
¡y aquí la encontró!

The Little Ant

Here is a little ant
looking for her home.
She looked here,
she looked here,
and here she found it!

Rhyme

Sapo guarapo

(This traditional rhyme may be found in *Pin uno pin dos* by Arturo Navarro. You may listen to a recording of this rhyme on the *El día de los niños / El día de los libros* web site at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

At the end of a story or song, repeat this rhyme and ask children if they would like to hear it again.

Sapo guarapo
calzones de trapo,
cotona al revés,
¿quieres que te lo cuente otra vez?

Frog, Sweet Frog

Frog, sweet frog
with ragged pants
and shirt inside out
Do you want me to tell it again?

Song

La araña pequeñita

Add a second verse and substitute "La araña grandotota," "the great big spider."

La araña pequeñita
subió, subió, subió.
Vino la lluvia y
se la llevó.
Salió el sol y
todo lo secó.
Y la araña pequeñita
subió, subió, subió.

The Eensy, Weensy Spider

The eensy, weensy spider
went up the water spout.
Down came the rain and
washed the spider out.
Out came the sun and
dried up all the rain.
And the eensy, weensy spider
went up the spout again.

Musical Recording

"La araña pequeñita" on *De Colores and Other Latin American Folk Songs for Children* by José Luis Orozco.

Activity

Read *Yo tenía UN hipopótamo* by Héctor Viveros Lee, and then give the children animal crackers and let them repeat the names of the animals in Spanish and English.

Read *Pinta ratones* by Ellen Walsh, and then review the names of colors in Spanish.

Game

Una Pulga Me Picó

(This traditional rhyme and game may be found in *Tun-tun ¿Quién es?* by Doris Marcano & Carmen Heny.)

At the end of each rhyme, one person is out. The last child in the circle is the winner.

Al subir a la montaña
una pulga me picó;
la agarré por las orejas
y se me escapó.
¡Pulgón, pulsera,
tabique y afuera!

A Flea Bit Me

When I went up the mountain
a flea bit me
I grabbed her by her ears
and she flew away.
Big flea, big flea
out you go!

Puppet Shows or Theater

La cena de Tío Tigre y otras obras de teatro para niños by Clara Rosa Otero has four short plays about Tio Conejo, Uncle Rabbit. Use creative drama techniques and let the children act out the plays, or make the plays into puppet shows.

Read *Rana ranita / Froggie Froggette* by Hilda Perera and use a puppet that transforms from a tadpole to a frog as a lead puppet.

Storytelling

Tell a story from the audiocassette *Rabbit Tales / Los cuentos de Tío Conejo* by Elida Guardia Bonet. It features three stories about Tío Conejo, the Rabbit. Side A is in English, and side B in Spanish.

Tell *Mandinga, the Little Roach* and *Rooster and his Coin* from *Under the Mango Tree, Stories from Spanish Speaking Countries* by Elida Guardia Bonet. This award-winning tape is also available in Spanish and is called *Debajo del árbol de mango.*

Tell *Borreguita y el coyote* by Verna Aardema with a lamb puppet.

Tell *La Cucaracha Martina: A Caribbean Folktale* by Daniel Moretón.

Tell *The Boy Who Killed the Giant / El muchacho que mató al gigante*, adapted by Angel Vigil from *The Corn Woman, Stories and Legends of the Hispanic Southwest*.

Flannel Board Stories

Tell *Pollita chiquita / Henny Penny* by H. Werner Zimmermann. Copy and color the flannelboard patterns at the end of this manual to use as you tell the story or read the book.

Tell *Pinta ratones / Mouse Paint* by Ellen Walsh. Copy the flannel board patterns at the end of this manual, and use them as you tell the story or read the book.

Tell *The Little Ant: A Spanish Folktale*. The story and patterns are on pages 76-77 of *Multicultural Folktales for the Feltboard and Reader's Theater* by Judy Sierra.

Craft

Pollita chiquita / Henny Penny

Make copies of pictures of the animals from the flannel board story, *Pollita chiquita / Henny Penny* for the children to color and sequence as they retell the story at home.

CD-ROM

The Tortoise and the Hare.

Videos

At the Zoo on *Lyric Language, Live Action Music Video, Series 1*. (30 minutes)

Professional Resource

Tortillitas para mamá and Other Nursery Rhymes: Spanish and English by Margot Griego.

Multicultural Folktales for the Feltboard and Reader's Theater by Judy Sierra.

Web Site

El día de los niños / El día de los libros
www.tsl.state.tx.us/ld/projects/ninos/index.html

Volando sobre Texas / Through Texas with Wings

by Paola Ferate-Soto, Josefina Rodriguez-Gibbs, Nohemi Lopez, and Maricela Moreyra-Torres

Books to Share

¿Dónde está el pato? by Mary Blocksma.

Los cinco patitos: una rima tradicional ilustrada by Pamela Paparone.

La gallina Paulina by Fernando Alonso.

La gallinita roja by Margot Zemach.

Los huevos de Dora by Julie Sykes.

Display

Display books about birds. Surround them with feathers or origami birds.

Rhymes

Tres pollitos

Tres pollitos tiene mi tía
uno le canta, otro le pía,
y tres tocan a chirimía.

Three Little Chicks

My aunt has three little chicks
One sings to her; the other peeps,
And the third one plays the symphony.

Pollito, chicken

(This traditional rhyme is sung in Latin America to teach English to Spanish-speaking children. In the United States, both English and Spanish speakers learn vocabulary in a new language. It may be used as a flannel board or chanted with a rap rhythm.)

Pollito, chicken
gallina, hen
lápiz, pencil
pluma, pen
ventana, window
puerta, door
techo, ceiling
piso, floor.

Fingerplay

Tres patitos

Tres patitos salieron a pasear
sobre las montañas, muy lejos. *(Put fingers together move them up and down as if traveling up and down mountains)*
Mamá pata dijo: "cuac, cuac, cuac " *(Open and close hand like a duck's beak with each "cuac")*
Pero solo dos patitos volvieron con mamá.

Dos patitos salieron a pasear ... *(Repeat with two fingers)*
Pero solo un patito volvió con mamá

Un patito salió a pasear... *(Repeat with one finger)*
Pero ningún patito volvió con mamá

La triste mamá pata salió a pasear ... *(Move your whole hand)*
!Y los cinco patitos regresaron con mamá! *(Hold up three fingers)*

Three Little Ducks

Three little ducks went out to play
Over the hill and far away. *(Put fingers together move them as if traveling up and down mountains)*
Mother duck said: "quack, quack, quack, quack" *(Open and close hand like a duck's beak with each "quack")*
But only two little ducks came back. *(Hold up two fingers)*

Two little ducks went out to play... *(Repeat with two fingers)*
But only one little duck came back.
One little duck went out to play... *(Repeat with one finger)*
But none of the three little ducks came back. *(Place hands behind back)*

Sad mother duck went out one day... *(Move your whole hand)*
And all of the three little ducks came back. *(Hold up three fingers)*

Songs

El gallo pinto

(Traditional from Colombia)

El gallo pinto se durmió *(Lay head on top of both hands placed together)*
y esta mañana no cantó, *(Pretend to sing)*
todo el mundo espera su cocoricó *(Cross arms and tap foot as if waiting)*
el sol no salió por que aún no lo oyó. *(Cup hand to ear)*

The Little Rooster Fell Asleep

(Translated by Paola Ferate-Soto)

The little rooster fell asleep *(Lay head on top of both hands placed together)*
And this morning he didn't sing, *(Pretend to sing)*
Every one is waiting for his cock-a-doodle-doo *(Cross arms and tap foot as if waiting)*
The sun didn't rise since the rooster fell asleep. *(Cup hand to ear)*

La danza del pavo (o guajalote)

(Translated by Paola Ferate-Soto)
(Sing to the tune of the "Hokey Pokey.")

Metes tu ala izquierda,
sacas tu ala izquierda,

metes tu ala izquierda
y la sacudes muy bien.
Bailas la danza del pavo
luego te das la vuelta
y eso es todo
metes tu ala izquierda
y la sacudes muy bien.

Versos siguientes:
...ala derecha...
...muslo izquierdo...
...muslo derecho...
...tus plumas de la cola...
...tu cabeza...
...tu cuerpo de pavo...

The Turkey Dance
(Sing to the tune of "The Hokey Pokey.")

You put your left wing in,
You put your left wing out,
You put your left wing in,
And you shake it all about.
You do the turkey dance,
And you turn yourself around,
That's what is all about.

Verses:
...your right wing...
...your left thigh...
...your right thigh...
...your tail feathers...
...your head...
...your turkey body...

Puppet Show

La gallinita roja y los granos de maíz
("The Little Red Hen and the Grain of Corn" adapted by Paola Ferate-Soto)

Puppets:
Red Hen
Cat
Dog
Mouse

Props: Grains of corn
Watering can
Stove
Pan
Dish
Tortilla (made out of paper)
Enchilada (made out of a rolled circle piece of paper)

Narrator:
Había una vez un gato, un perro, un ratón y una gallinita roja que vivían juntos. La gallinita roja al contrario de sus compañeros, era muy hacendosa. Se pasaba el día trabajando, limpiando, barriendo, lavando y cocinando. Mientras tanto los otros holgazanes se pasaban el día sin hacer nada más que tomar la siesta, comer y soñar. Una madrugada, cuando apenas salía el sol, la gallinita roja estaba barriendo como de costumbre y se encontró unos granos de maíz.

La gallinita roja:
¿Quién me ayudará a plantar estos granos de maíz?

Narrator:
Y así le contestaron sus compañeros:

El gato: ¡
Yo no!

El perro:
¡Yo tampoco!

El ratón:
¡Y yo mucho menos!

La gallinita roja:
¡Pues entonces yo lo haré!

Narrator:
Y dicho y hecho. La gallinita plantó los granos de maíz y todas las mañanas salió a regarlos y a cuidadosamente quitarle las malezas. Poco a poco esas semillas se convirtieron en unas plantas grandes de maíz con muchas mazorcas.

La gallinita roja:
¿Quién me ayudará a cosechar estas mazorcas?

Narrator:
Y así le contestaron sus compañeros:

El gato:
¡Yo no!

El perro:
¡Yo tampoco!

El ratón:
¡Y yo mucho menos!

La gallinita roja:
¡Pues entonces yo lo haré!

Narrator:
Y dicho y hecho. Una vez recogidas las mazorcas la gallinita preguntó:

La gallinita roja:
¿Quién me ayudará a desgranar estas mazorcas?

Narrator:
Y así le contestaron sus compañeros:

El Gato:
¡Yo no!

El Perro:
¡Yo tampoco!

El Raton:
¡Y yo mucho menos!

La gallinita roja:
¡Pues entonces yo lo haré!

Narrator:
Y dicho y hecho. Una vez desgranado las mazorcas, la gallinita preguntó:

La gallinita roja:
¿Quién me ayudará a moler el maíz?

Narrator:
Y así le contestaron sus compañeros:

El gato:
¡Yo no!

El perro:
¡Yo tampoco!

El ratón:
¡Y yo mucho menos!

La gallinita roja:
¡Pues entonces yo lo haré!

Narrator:
Y dicho y hecho. Ya molido el maíz la gallinita preguntó:

La gallinita roja:
¿Quién me ayudará a armar y cocinar las tortillas y hacer las enchiladas?

Narrator:
Y así le contestaron sus compañeros:

El gato:

¡Yo no!

El perro:

¡Yo tampoco!

El ratón:

¡Y yo mucho menos!

La gallinita roja:

¡Pues entonces yo lo haré!

Narrator:

Y dicho y hecho. La gallinita roja armó las tortillas y las puso en el comal. Luego hizo una rica salsa de tomate con chile. Untó las tortillas, les puso queso, las envolvio y las puso en el sartén. Muy pronto el aroma de las enchiladas se esparció por toda la casa. Y la gallinita preguntó:

La gallinita roja:

¿Quién me ayudará a comer estas enchiladas?

Narrator:

Y así le contestaron sus compañeros:

El gato:

¡Yo!

El perro:

¡Yo tambien!

El raton:

¡Y por supuesto yo!

La gallinita roja:

¡No, no y no! Así no puedeser. Yo solita sembré los granos de maíz, yo solita los regué y los cuidé. Yo solita coseché las mazorcas y las desgrané. Yo solita molí el maíz, armé las tortillas y preparé las enchiladas. ¡Por eso yo solita me las voy a comer!

Narrator:

Y colorín colorado, este cuento se ha acabado.

Craft

Chicken

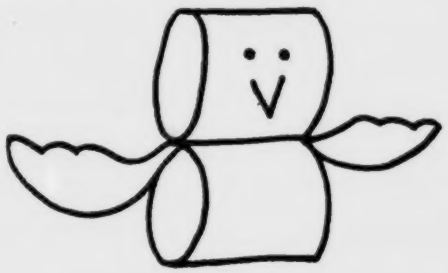
(Adapted from *Storytime Crafts* by Kathryn Totten)

Materials

Construction paper
Pattern for wings at the end of this chapter
Glue
Markers

Directions

Cut two strips 2" X 8 ½" from construction paper and a pair of wings for each child. The children glue (or staple with an adult's help) the ends of the paper strips together to form two rings and glue the wings between the two rings as shown in the illustration. They then glue the two rings together. The chicken face can be drawn with markers, or eyes and a beak made of construction paper can be glued to the face.



Musical Recordings

"Many Colors" on *Universe of Song* by María del Rey.

"Mi gallo," "Cinco pollitos," and "La pata" on *Diez deditos/Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco.

Texas quiere decir: Amigos / Texas Means Friends

by Paola Ferate-Soto, Josefina Rodriguez-Gibbs, Nohemi Lopez, and Maricela Moreyra-Torres

Books to Share

¡Adiós! ¡Hola! by Barbara Shook Hazen.

La hamaca de la vaca, o, Un amigo más by Alma Flor Ada.

Llaman a la puerta by Pat Hutchins.

Three Friends: A Counting Book / Tres amigos: Un cuento para contar by María Cristina Brusca.

Willie y Hugo by Anthony Browne.

Bulletin Board

Amigos/Friends

Cut out silhouettes of girls and boys from a die-cut or from the pattern provided. Pin them to the bulletin board so that they appear to be holding hands. Write the first names of the children who visit your library on the silhouettes in silver or gold markers. Surround the bulletin board with yellow roses to symbolize friendship. Across the top of the bulletin board, write "Amigos/Friends."

Decorations

Place vases of fresh or silk yellow roses in your library.

Songs

Entre mas juguemos juntemos

(Translated by Paola Ferate-Soto)

Entre más juguemos juntos, muy juntos, muy juntos,
Entre más juguemos juntos, más contentos estaremos.
Tus amigos son mis amigos y mis amigos son tus amigos,
Entre más juguemos juntos, más contentos estaremos.

The More We Get Together

The more we get together, together, together,
The more we get together, the happier we'll be.
'Cause your friends are my friends, and my friends are your friends,
The more we get together, the happier we'll be.

Hasta luego

(By Paola Ferate-Soto)
(Sing to the tune of "My Darlin' Clementine.")

Hasta luego, amiguitos,
Until next time my friends,
Otro día nos veremos,
si señores, otra vez.

Goodbye, My Friends

Goodbye, my friends,
Until next storytime,
Goodbye my friends
We will see you again.

Naranja dulce

Naranja dulce,
Limón partido
Dame un abrazo
Que yo te pido.

Sweet Orange

Sweet and round orange,
A slice of lemon,
Please love so sweet,
Give me a hug.

Pimpón

(Make a flannelboard from this traditional story song from Mexico. It is on the CD, *Diez Deditos/ Ten Little Fingers & Other Play Rhymes and Ac-*

tion Songs from Latin America by José-Luis Orozco.)

Pimpón es un muñeco con manos de cartón
se lava la carita con agua y con jabón. *(Pretend to wash face)*
Se desenreda el pelo con peine de marfíl
Y aunque no le gusta, no llora, ni hace así. *(Make an unhappy face)*
Pimpón dame la mano con un fuerte apretón,
que quiero ser tu amigo Pimpón, Pimpón, Pimpón. *(Shake hands)*
Y cuando las estrellas, comienzan a salir,
Pimpón se va a la cama, Pimpón se va a dormir. *(Lay head on hands and close eyes)*

Pimpon
(Translated by Paola Ferate-Soto)

Pimpon is a boy doll with hands of cardboard.
He washes his face with water and with soap. *(Pretend to wash face)*
He takes out his tangles with an ivory comb,
And even though he dislikes it, he doesn't cry at all. *(Make an unhappy face)*
Pimpon give me your hand, let's give a shake of hands,
I want to be your friend, Pimpon, Pimpon, Pimpon. *(Shake hands)*
And when the stars above us start to rise up high,
Pimpon climbs up in bed, Pimpon goes right to sleep. *(Lay head on hands and close eyes)*

Craft

Maracas
(Adapted from *I Can Make Gifts by* Mary Wallace)

Materials
Pill container with childproof lid or film canister
Beads, beans, or something that will rattle in the pill container
Spoon
Polyester stuffing
Sock

Directions
Provide the children with the craft supplies and let them make maracas with the help of their parents. First, they pour a spoonful of beads into the pill or film container and lock the lid. They then cover the container with the stuffing to form a ball, push the ball into the toe of the sock, and tie a knot and pull very tight. When they are finished, put on a recording of some lively music and let them play their maracas.

Games and Activities

Los elefantes
(When singing this traditional rhyme from Latin America, choose a child to be the first elephant. He/she sings the song or recites the chant and at the end chooses another child. Each new child chooses another until all of the children are chosen. At the end the spider's web is so heavy that all the children "fall" to the ground. You may listen to version of the song on the Texas State Library's *El día de los niños / El día de los libros* page at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

Un elefante se balanceaba sobre la tela de una araña,
como veía que resistía fué a llamar a un camarada.

Versos siguentes:
Dos elefantes...
Tres elefantes...
Cuatro elefantes...
Cinco elefantes...
Seis elefantes...
Siete elefantes...
Ocho elefantes...
Nueve elefantes...
Diez elefantes...

The Elephants
(Translated by Paola Ferate-Soto)

One elephant went out to swing on a spider's web one day.
Since the web was tough and strong, he called over another friend.

Verses:
Two elephants...
Three elephants...
Four elephants...
Five elephants...
Six elephants...
Seven elephants...
Eight elephants...
Nine elephants...
Ten elephants...

Musical Recordings

"Adios Amigos" on *Diez deditos / Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco.
"Rice with Milk / Arroz con leche" on *Universe of Song* by María Del Rey.
"La muñeca fea" on *Serie platino* by Cri-Cri.
"Viva la media naranja" on *Vol. 1 - Lírica infantil* by José-Luis Orozco.

Web Site

El día de los niños / El día de los libros
www.tsl.state.tx.us/ld/projects/ninossongsrhymes.html

Programs for Preschoolers

Exploring El Mercado

by Elida Guardia Bonet

El mercado is an open air market on the side of the road with tables filled with fresh fruits and vegetables, arts and crafts, and the smell of delicious foods. Open air markets are found in every town and city in Latin America and visitors see and taste the products of the country, hear the voices of the people, the bartering, and the bargaining. A visit to an open air market is exciting!

Books to Share

Alimentos by Karen Bryant-Mole.
Día de tianguis by Ruth Rodriguez.
El gusto del mercado mexicano / A Taste of the Mexican Market by Nancy Tabor.
El sancocho del sábado / Saturday Sancocho by Leyla Torres.
El sapo distraído / The Absent-Minded Toad by Javier Rondón.
El tapiz de abuela / Abuela's Weave by Omar S. Castañeda.
La tortillería / The Tortilla Factory by Gary Paulsen.

Decorations

Set up an open market with tables of real or plastic fruits, vegetables, grains, flowers, etc. Or display pictures of open markets and regular supermarkets, recipes, and pictures of foods.

Fingerplay

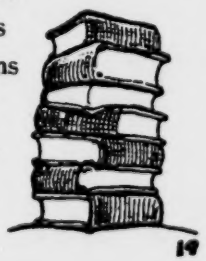
Tortillitas de manteca
(From *Ring A Ring O'Roses*)

Clap hands together as if making tortillas.

Tortillitas de manteca
Para mamá a que está contenta.
Tortillitas de salvado
Para papá que está enojado.

Little Lard Tortillas
Little lard torillas
For mother who is very happy.
Little bran tortillas
For father who is very angry.

Chocolate
(A version of this song may be found in *Niñez, Spanish Songs, Games and Stories of Childhood* by Virginia Nylander Ebinger. You may listen to a recording of this rhyme on the *El día de los niños / El día de los libros* web site at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)
Children in Mexico often drink chocolate with breakfast. They stir it with a special utensil called a molinillo which is held between the palms and rotated back and forth. During the chorus of this rhyme, children rub their palms together and pretend to "stir" the chocolate with a molinillo. If possible, bring a molinillo to show the children. The



children repeat the verse faster and faster each time.

Bate, bate, chocolate,
Tu nariz de cacahuate.
Uno, dos, tres, CHO!
Uno, dos, tres, CO!
Uno, dos, tres, LA!
Uno, dos, tres, TE!
Chocolate, chocolate!
Bate, bate, chocolate!
Bate, bate, bate, bate,
Bate, bate, CHOCOLATE!

Chocolate
Stir, stir, chocolate,
Your nose is a peanut.
One, two, three, CHO!
One, two, three, CO!
One, two, three, LA!
One, two, three, TE!
Chocolate, chocolate!
Stir, stir, the chocolate!
Stir, stir, stir, stir,
Stir, stir, CHOCOLATE!

Movement Song

Arroz con leche
(A version of this song and the recipe for rice pudding may be found in *Arroz con leche, Popular Songs and Rhymes from Latin America*, selected and illustrated by Lulu Delacre. You will also find the lyrics, and you may listen to a recording of it on the *El día de los niños / El día de los libros* web site at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

Tongue Twisters

These tongue twisters are fun in Spanish. The translation gives you an idea of what you are saying!

Cómelo, cosme
(This traditional rhyme may be found in *Pin uno pin dos* by Arturo Navarro.)

Cómelo, Cosme,
cómelo con limón,
cómelo con melón
y con melocotón.

Eat It, Cosme
Eat it, Cosme,
eat it with lemon,
eat it with melon,
and with peaches.

Compadre
(This traditional rhyme may be found in *¿Qué será, qué no será?* by Diana Dearden and Verónica Uribe.)

Compadre, cómpreme un coco.
Compadre, coco no compro,
que el que poco coco come,
poco coco compra.
Yo, como poco coco como
poco coco compro.

Crony
Crony, buy me a coconut.
Crony, coconuts I do not buy,
he who eats little coconut,
buys little coconuts.
As I eat little coconut
little coconuts I buy.

Songs

"Compadre, cómpreme un coco" in *De Colores and Other Latin American Folk Songs for Children* by José Luis Orozco.
"Naranja dulce" in *Arroz con Leche, Popular Songs and Rhymes from Latin America* by Lulu Delacre.

"La panaderita" in *El Toro Pinto and Other Songs in Spanish* by Anne Rockwell.

"El tortillero" in *El Toro Pinto and Other Songs in Spanish* by Anne Rockwell.

Flannelboard Story

Tell *The Goat in the Chile Patch.* Patterns and English and Spanish versions of the story are on pages 40-45 of *Multicultural Folktales: Stories to Tell Young Children* by Judy Sierra.

Storytelling

Tell "La papaya de Tía Leticia." It is on the audiocassette, *Debajo del árbol de mango,* by Elida Guardia Bonet.

Tell "Tía Leticia's Papaya." It is on the audiocassette *Under the Mango Tree* by Elida Guardia Bonet.

Activities

Talk about foods that are originally from Latin America. See *Hands-on Latin America: Art Activities for All Ages* by Yvonne Y. Merrill.

Serve the children sancocho. The recipe is in *El sancocho del sábado / Saturday Sancocho* by Leyla Torres.

Craft

Make copies of the illustration of a basket and various types of fruits at the end of this chapter, and let the children color it.

Video

El mercado on *Sesame Street Exitos Musicales.* (45 minutes)

Professional Resources

Arroz con leche, Popular Songs and Rhymes from Latin America selected and illustrated by Lulu Delacre.

Multicultural Folktales: Stories to Tell Young Children by Judy Sierra.

Quí quiri-Mú / Cockadoodle-Moo

by Paola Ferate-Soto, Josefina Rodriguez-Gibbs, Nohemi Lopez, and Maricela Moreyra-Torres

Books to Share

El día que la boa de Jimmy se comió la ropa by Trinka Hakes Noble.

El día que el perro dijo, "¡Quiquiriquí!" by David McPhail.

Mi primera vista a la granja by José María Parramón.

Quiero a los animales by Flora McDonald.

Si le das un panqueque a una cerdita by Laura Numeroff.

La verdadera historia de los tres cerditos by Jon Scieszka.

Bulletin Board

Barnyard Animals

Draw a barnyard and create a farm scene with different farm animals made from die cuts, or display book jackets with farm animal on the cover. Print the names of the animals in both English and Spanish, e.g., vaca/cow, caballo/horse, chicken/pollo, cerdo/pig, etc. Glue these on bright colored paper and display them next to appropriate books.

Decorations

Decorate the storytime area with stuffed farm animals.

Fingerplay

Los cinco marranos

(When singing this traditional Columbian song, squeeze each fingertip as you recite this rhyme,

starting with the little finger.)

Este marrano compró un huevito.
Este lo partió.
Este lo cocinó.
Este le echó la sal.
Y este pícaro gordo se lo comió.

The Five Pigs
This little pig bought an egg.
This one broke it.
This one cooked it.
This one put salt.
And this little fat one ate it all up.

Songs

Conosco una vieja
(This traditional song, "I Know an Old Lady Who Swallowed a Fly," is translated by Paola Ferate-Soto.)

Conosco una vieja que se tragó una mosca.
Por abrir la boca, se tragó la mosca.
A lo mejor se muere.

Conosco una vieja que se tragó una araña.
Que tejía y se movía y le hacía cosquillas.
Se tragó la araña para que atrapara la mosca.
Por abrir la boca, se tragó la mosca.
A lo mejor se muere.

Conosco una vieja que se tragó a un canario.
Y con mucho entusiasmo, se tragó al canario.
Se tragó al canario para que atrapara a la araña
que tejía y se movía y le hacía cosquillas.
Se trago la araña para que atrapara la mosca.
Por abrir la boca, se tragó la mosca.
A lo mejor se muere.

Conosco una vieja que se tragó un gato.
Que tan pato, tragarse a un gato.
Se tragó al gato para que agarrara al canario...

Conosco una vieja que se tragó un perro.
Que tal eso el de tragarse a un sabueso.
Se trago al perro para que atrapara al gato...

Conosco una vieja que se tragó una cabra.
Sin decir palabra, se tragó a la cabra.
Se tragó a la cabra para que atrapara al perro...

Conosco una vieja que se tragó una vaca.
Que lata será, tragarse una vaca.
Se tragó a la vaca para que atrapara a la cabra...

Conosco una vieja que se tragó un caballo.
Pero ya me cayo, pues la pobre paso al papayo.
Se murió.

I Know an Old Lady Who Swallowed a Fly
I know an old lady who swallowed a fly.
I don't know why she swallowed a fly.
Perhaps she'll die.

I know an old lady who swallowed a spider.
That wiggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
But I don't know why she swallowed a fly.
Perhaps she'll die.

I know an old lady who swallowed a bird.
How absurd to swallow a bird.
She swallowed the bird to catch the spider...

I know an old lady who swallowed a cat.
Just think of that, she swallowed a cat.
She swallowed the cat to catch the bird...

I know an old lady who swallowed a dog.
What a hog to swallow a dog.
She swallowed the dog to catch the cat...

I know an old lady who swallowed a goat.
Popped open her throat and in went the goat.
She swallowed the goat to catch the dog...

I know an old lady who swallowed a cow.
Don't ask me how she swallowed that cow.
She swallowed the cow to catch the goat...

I know an old lady who swallowed a horse.
She's dead of course.

El viejo Juancho
(This translation of "Old McDonald Had a Farm" is by Paola Ferate-Soto.")

El viejo Juancho tenía una granja, iai, iai, oo.
Y en su granja tenía un marrano, iai, iai, oo.
Con su oink, oink aquí, con su oink, oink allí,
Aquí oink, allí oink, en todos lados oink, oink.
El viejo Juancho tenía una granja, iai, iai, oo.

Versos siguientes:
Vaca: mu, mu
Pollito: pío, pío
Caballo: neigh, neigh
Oveja: bee, bee
Perro: guau, guau
Gato: miau, miau
Pato: cuac, cuac

Old MacDonald
Old MacDonald had a farm, ee, ii, ee, ii, oo.
And on his farm he had a cow, ee, ii, ee, ii, oo.
With a moo, moo here, and a moo, moo there,
Here a moo, there a moo, everywhere a moo, moo.
Old MacDonald had a farm, ee, ii, ee, ii, oo.

Verses:
Pig: oink, oink
Chick: cluck, cluck
Horse: híiiii , iiiiou
Sheep: baa, baa
Dog: arf, arf
Turkey: gooble, gooble
Cat: meow, meow
Duck: quack, quack

Bingo
(This translation of "Bingo" is by Paola Ferate-Soto. It is sung in the same manner in Spanish as in English. Insert the correct Spanish pronunciation for each of the letters as shown below. Flannel board letters will help the children know what letter to sing.)

B = Beh
I = Ee
N = Ehneh
G = He
O = Oh

Un granjero tenía un perrito que se llamaba Bingo.
B – I – N – G – O
B – I – N – G – O
B – I – N – G – O
que se llamaba Bingo.

Versos:
Second Verse: (clap) – I – N – G – O...
Third Verse:(clap) – (clap) – N – G – O...
Fourth Verse: (clap) – (clap) – (clap) – G – O...
Fifth Verse: (clap) – (clap) – (clap) – (clap) – O...
Sixth Verse: (clap) – (clap) – (clap) – (clap) – (clap)...

Bingo
There was a farmer who had a dog and Bingo was his name-o.
B – I – N – G – O
B – I – N – G – O
B – I – N – G – O
and Bingo was his name-o.

Verses:
There was a farmer who had a dog and Bingo was his name-o.
Second Verse: (clap) – I – N – G – O...
Third Verse: (clap) – (clap) – N – G – O...

Fourth Verse: (clap) – (clap) – (clap) – G – O...
Fifth Verse: (clap) – (clap) – (clap) – (clap) – O...
Sixth Verse: (clap) – (clap) – (clap) – (clap) – (clap)...

Riddles and Jokes

¿Quién menea su cola de contento? ¿Quién me lame la cara en la mañana?

Who wags its tail when happy? Who licks my face in the morning?

(El perro/ The dog)

¿Quién pone y pone y pone mientras le quitan y quitan?

Who lays and lays and while laying someone takes it away?

(La gallina pone huevos y se los quitan para hacer el desayuno. / The hen lays eggs and these are taken away to make breakfast.)

Flannel Board Story

La chiva terca

(This cumulative tale, retold by Paola Ferate-Soto, may be chanted like a rap song or you may make up a melody. Use the patterns of the goat/ la chiva, dog/el perro, stick/el palo, flame/el fuego, bucket of water/el agua, and bear/el oso to make a flannel board story. Place the objects onto the flannel board as you introduce them in the song. Point to each object as the tale repeats it self.)

Yo tengo una chiva muy traviesa. Un día se metió en el corral de las gallinas y por más que le pedí, no quiso salir de ahí. Este es el relato de lo que pasó.

Un día de verano, mi chivita traviesa
se metió en el corral, *(Place the goat on the flannel board)*

Coro:

Sal de ahí chivita, chivita
sal de ahí, de ese lugar.

Vamos a llamar al perro *(Place the stick on the flannel board)*
para que muerda a la chiva *(Repeat)*
El perro no quiere morder a la chiva,
la chiva no quiere salir de ahí.

Coro.

Vamos a llamar al palo, *(Place the stick on the flannel board)*
para que le pegue al perro, *(Repeat)*
El palo no quiere pegarle al perro,
El perro no quiere morder a la chiva,
la chiva no quiere salir de ahí.

Coro.

Vamos a llamar al fuego, *(Place the fire on the flannel board)*
para que queme al palo, *(Repeat)*
El fuego no quiere quemar al palo,
El palo no quiere pegarle al perro,
El perro no quiere morder a la chiva,
la chiva no quiere salir de ahí.

Coro.

Vamos a llamar al agua, *(Place the water on the flannel board)*
para que apague el fuego, *(Repeat)*
El agua no quiere apagar el fuego,
El fuego no quiere quemar al palo,
El palo no quiere pegarle al perro,
El perro no quiere morder a la chiva,
la chiva no quiere salir de ahí.

Coro.

Vamos a llamar al oso, *(Place the bear on the flannel board)*

para que se beba el agua, *(Repeat)*
El oso si quiere beberse el agua,
El agua si quiere apagar el fuego,
El fuego si quiere quemar al palo,
El palo si quiere pegarle al perro,
El perro si quiere morder a la chiva,
La chiva si quiere salir de ahí.

Gracias chivita por salir de ahí,
Gracias chivita, me haces muy feliz.

The Naughty Goat

I have a very naughty goat. One day it went into the chicken coop and no matter how hard I tried, it wouldn't come out. This is a story of what happened.

One summer day, my naughty goat
Went in the chicken coop. *(Place the goat on the flannel board)*

Chorus:
Get out of there, naughty goat
Get out of there, right now!

We're going to call the dog, *(Place the dog on the flannel board)*
So it will bite the naughty goat. *(Repeat)*

The dog doesn't want to bite the goat
The goat doesn't want to come out.

Chorus.

We are going to call the stick, *(Place the stick on the flannel board)*
So it will wack the dog. *(Repeat)*

The stick doesn't want to wack the dog,
The dog doesn't want to bite the goat,
The goat doesn't want to come out.

Chorus.

We are going to call the fire, *(Place the fire on the flannel board)*
So it will set the stick afire. *(Repeat)*

The fire doesn't want to light the stick,
The stick doesn't want to wack the dog,
The dog doesn't want to bite the goat,
The goat doesn't want to come out.

Chorus.

We are going to call the water, *(Place the water on the flannel board)*
So it will quelch the fire. *(Repeat)*

The water doesn't want to squelch the fire,
The fire doesn't want to light the stick,
The stick doesn't want to wack the dog,
The dog doesn't want to bite the goat,
The goat doesn't want to come out.

Chorus.

We are going to call the bear, *(Place the bear on the flannel board.)*
So it drinks up all the water. *(Repeat)*

The bear is thirsty and will drink the water,
The water is ready to squelch the fire,
The fire is ready to light the stick,
The stick is ready to wack the dog,
The dog is ready to bite the goat,
The goat, oh, look it's already out,
"Attaboy" my wonderful goat,
"Attaboy" my beautiful goat.

Craft

Pig Puppet

(Adapted from *Storytime Crafts* by Kathryn Totten)

(For storytime, tape a pig snout to each child before reading stories about the farm.)

Materials
Small paper bag
Pig face pattern
Glue

Directions
Copy and cut out a pig pattern for each child. The children glue the pattern to the end of a small paper bag and color it.

Games and Activities

La bella hortelana
(Traditional from Latin America)

Cuando siembra la bella hortelana,
Cuando siembra, siembra así. *(Pretend you are planting a seed)*
Va sembrando poco a poco,
luego pone las manos así. *(Fold hands on lap)*
Cuando riega la bella hortelana
Cuando riega, riega así. *(Pretend you are watering a seed)*
Va regando poco a poco,
luego pone las manos así. *(Fold hands on lap)*

Versos siguientes:
...trilla así...
...muele así...
...amasa así...
...se sienta así...
...come así.
...se despide así.

The Beautiful Gardener
(Translated by Paola Ferate-Soto and Nohemi López)

When the beautiful gardener plants,
She plants like this, plants like this. *(Pretend you are planting a seed)*
She starts planting little by little,
Then she folds her arms like this. *(Fold hands on lap)*
When the beautiful gardener waters the plants
She waters the plants like this. *(Pretend you are watering a seed)*
She starts watering little by little
Then she folds her arms like this. *(Fold hands on lap)*

Verses:
...threshes...
...grinds the corn...
...kneads
...sits
...eats
...says goodbye

Musical Recordings

"El burrito" and "Los caballitos" on *Grandes éxitos Cri-Cri, Digital 2* by Francisco Gabilondo Soler.
"Old Mc Donald" on *Universe of Song* by María del Rey.

Video

¿Eres tú mi mamá? (10 minutes)

Sapos cachondos y ranas saltonas / Horny Toads and Jumping Frogs

by Paola Ferate-Soto, Josefina Rodriguez-Gibbs, Nohemi Lopez, and Maricela Moreyra-Torres

Books to Share

Froggy se viste by Jonathan London.
El perro del cerro y la rana de la sabana by Ana María Machado.
El príncipe rana by Mary Lewis Wang.
Sapo enamorado by Max Velthuijs.
El sapo que no quería comer by Martha Sastrías.
Salta ranita, salta by Robert Kalan.

Bulletin Board

Frog Pond

Cover a bulletin board with blue paper. Decorate it with lily pads made from green construction paper circles traced from coffee cans. Trace frogs from the pattern provided at the end of this chapter and place them on the lilly pads. Draw fish or reeds.

Decorations

Display books about toads and frogs. Surround them with frog and toad puppets and stuffed animals, or with origami frogs.

Activity

Outline the shape of a lily pad on the floor of the program room with masking tape and have children sit in it and pretend to be frogs.

Rhyme

Sana que sana

(This traditional rhyme from Latin America is told when a child hurts him or herself. While it is being chanted, the adult massages or caresses the part of the child's body that is hurting. You may listen to it on the Texas State Library's *El día de los niños / El día de los libros* web page at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html)

Sana que sana,
colita de rana,
si no sanas hoy,
sanarás mañana.

Heal, Heal

(Translated by Paola Ferate-Soto)

Heal, heal
frog's tail
if it doesn't heal today
tomorrow it will.

Fingerplay

Tres ranitas pecosas

(This version of the traditional rhyme, "Three Little Leopard Frogs" is translated into Spanish by Paola Ferate-Soto.)

Tres ranitas pecosas *(Put three fingers from one hand over the other arm)*
Sentadas estaban sobre un tronco
Comiendose unos deliciosos bichos. *(Pretend you are eating something delicious)*
¡Yum, yum!
Una se saltó de un brinco *(Point one finger down)*
Al agua fresca y refrescante
Y quedaron dos rantitas pecosas.

Dos ranitas pecosas... *(Repeat rhyme with two fingers on arm)*
Una ranita pecosa... *(Repeat rhyme with one finger on arm)*

Three Little Leopard Frogs
Three little leopard frogs
Sitting on a leopard log
Eating the most delicious bugs.
Yum, yum!
One jumped into the pool
Where it was nice and cool
Then there were two little leopard frogs.
Glub, glub.

Two little leopard frogs...
One little leopard frog...

Song

Cucú, cucú
(You may listen to this traditional rhyme on the Texas State Library's *El día de los niños / El día de los libros* web page at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

Cucú, cucú, cantaba la rana
Cucú, cucú, debajo del agua.
Cucú, cucú, pasó un caballero
Cucú, cucú, con capa y sombero.
Cucú, cucú, pasó una señora
Cucú, cucú, con traje de cola.
Cucú, cucú, pasó un marinero
Cucu, cucu, vendiendo romero.
Cucú, cucú, le pidió un ramito
Cucú, cucú, y no se lo dió
Cucú, cucú, se puso a llorar.

Cucu, cucu
(Translated by Paola Ferate-Soto)

Cucu, cucu, the froggie was singing
Cucu, cucu, underneath the water.
Cucu, cucu a gentleman passes
Cucu, cucu with a cape and a hat.
Cucu, cucu a lady goes walking
Cucu, cucu with her long long skirt.
Cucu, cucu a sailor goes bye
Cucu, cucu selling rosemary.
Cucu, cucu she wanted an branch
Cucu, cucu and he wouldn't sell it
Cucu, cucu she left very sad.

Craft

Frog
(Adapted from *Storytime Crafts* by Kathryn Totten)

Materials
Frog pattern
Green Construction
Stiff paper
Colors
Stapler
Scissors

Directions
In advance, copy the frog pattern, glue it onto green construction paper, and cut it out. The children will color the frog, and with the help of their parents, cut along the outline of the tabs, and fold the rear legs along the dotted lines. Then they will bend the body under and fold the tabs down and staple, as shown in the illustration. The frog will jump when pushed lightly on the head.

Games and Activities

Leap Frog
Divide children into two groups. Half of the children will be frogs, and the other half will be the lily pads. Form a line of lily pads, they will squat down and tuck their head and shoulders. The line of frogs will "leap" over the lily pads by placing their hands on the player's shoulders and vault over them with legs apart. After that frog has leaped over all the lily pads, he or she will become a lily pad. When the last frog has jumped, the first lily pad will become a frog and the game will continue until each child has had a turn.

Musical Recordings

"Sana, sana" on *Vol. 1 - Lírica infantil* by José-Luis Orozco.

"Heal, Heal / Sana, sana" on *Universe of Song* by Maria Del Rey.

Programs for Families

Cuentos de Animales / Animal Stories

by Elida Guardia Bonet

Children are very inquisitive and like to know about everything around them. There are many wonderful stories that explain the natural world. They may not tell us the real answers, but they do offer some fun alternatives.

Books to Share

Señor Cat's Romance and Other Favorite Stories from Latin America by Lucía González.
Rabbit Wishes by Linda Shute.
El rey colibrí by Argentina Palacios.
El tigre y el cangrejo / The Tiger and the Crab adapted by Verónica Uribe.

Rhyme

La gallina Francolina

(This traditional rhyme may be found in *Pin uno pin dos* by Arturo Navarro.)

This rhyme is used to pick a person for a game. It is similar to "One potato, two potato..."

La gallina Francolina
puso un huevo en la cocina.
Puso uno, puso dos,
puso tres, puso cuatro,
puso cinco, puso seis,
puso siete, puso ocho,
puso un pan de bizcocho.

Francolina the Hen

Francolina, the hen
laid an egg in the kitchen.
She laid one, she laid two,
she laid three, she laid four,
she laid five, she laid six,
she laid seven, she laid eight,
she laid a good tasting cake!

Song

Los pollitos

(This rhyme may be found in *Los pollitos dicen, The Baby Chicks Sing*, by Nancy Abraham Hall and Jill Syverson-Stork. You will also find the lyrics and may listen to a recording of this rhyme on the *El día de los niños / El día de los libros* web site at www.tsl.state.tx.us/ld/projects/ninossongs rhymes.html.)

Riddle

(This traditional riddle may be found in *Pin uno pin dos* by Arturo Navarro.)

Alto, altanero,
gran caballero,
capa dorada
y un gran sombrero.
(El gallo)

Tall and arrogant,
a great lord,
with a golden cape
and a grand hat.
(The rooster)

Theatre and Puppetry

La cena de Tío Tigre y otras obras de teatro para niños by Clara Rosa Otero has four short plays about Tio Conejo, the Rabbit, that children can perform as creative drama or as puppet shows.

Storytelling

Tell *The Owl and the Painted Bird / La lechuza y el pájaro pintado,* adapted by Angel Vigil, available in the *To the Library and Beyond! 2001 Texas Reading Club manual* in the "Stories, Puppet Plays, and Reader's Theater Scripts" chapter.

Tell a story from the audiocassette, *Rabbit Tales / Los cuentos de Tío Conejo* by Elida Guardia Bonet, which has three stories about Tío Conejo, the Rabbit. Side A is in English; side B is in Spanish.

Tell *How the Armadillo Got Its Armor* in *When Jaguars Ate the Moon and Other Stories About Animals and Plants of the Americas* by María Cristina Brusca and Tona Wilson.

Storytelling

"El vaquero al que no le gustaba la noche / The Cowboy Who Did Not Like the Night" adapted by Elida Guardia Bonet, and in *To the Library and Beyond! 2001 Texas Reading Club manual.* This story is based on the book, *La noche de las estrellas* by Douglass Gutierrez and Maria Fernanda Oliver.

Reader's Theater

Let the children read *Talkative Tortoise: A Guatemalan Folktale.* The script is on pages 163 and 164 of *Multicultural Folktales for the Feltboard and Reader's Theater* by Judy Sierra.

Craft

Medio pollito / Little Half Chick

Materials

Copies of the chicken pattern
Craft Sticks
Glue
Colors

Directions

Use the pattern in this chapter to make a medio pollito. Give each child two copies of the pattern. The children color both patterns and glue feathers onto only one of them. They then glue both sides together and insert a craft stick between the two pieces of paper to represent one leg.

Presenter

Invite a storyteller to tell pourquoi stories.

Exploring Our Festivities and Fiestas

by Elida Guardia Bonet

Latinos like to celebrate special occasions with music, dances, food, and stories. Family celebrations such as birthdays, weddings, family celebrations, Christmas, and the Day of the Dead are very important in the Hispanic community. Choose from the music, decorations, books, stories, food, crafts, and games suggested in this program to create a fiesta. Since it is summer, you may wish to have a "Celebración del Dia del Padre para Toda la Familia," a "Father's Day Celebration for the Entire Family." Include a raffle for a special prize. Enjoy the fiesta!

Books to Share

A Birthday Basket for Tía by Pat Mora.
La Boda, A Mexican Wedding Celebration by

Nancy Van Laan.
The Bossy Gallito by Lucía González.
The Fabulous Firework Family by James Flora.
La flor de la nochebuena / The Legend of the Poinsettia by Tomie de Paola.
A Gift for Abuelita: Celebrating the Day of the Dead by Nancy Luenn.
The Piñata Maker / El piñatero by George Ancona.
Por fin es carnaval by Arthur Dorros.
Too Many Tamales by Gary Soto
Vejigante masquerader by Lulu Delacre.
Ventanas mágicas / Magic Windows by Carmen Lomas Garza.
¡Viva! ¡Una piñata! by Elisa Kleven.

Decorations

Decorate tables with bright tablecloths, tissue paper flowers, papel picado, confetti, and streamers. Hang a piñata from the ceiling and let the children break it and have the candy during the program.

Music

Play festive mariachi music or invite a mariachi group to perform.

Refreshments

Serve dulce de leche, pan dulce, tamales, and other foods from various Spanish-speaking countries.

Songs

Las mañanitas

(Las mañanitas may be found in *De Colores and Other Latin American Folk Songs for Children* by José Luis Orozco. You will also find the lyrics and may listen to a recording of the song on the *El día de los Niños / El día de los libros* web site at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

La piñata

"La piñata" in *De Colores and Other Latin American Folk Songs for Children* by José Luis Orozco.

Musical Recording

Cada niño / Every Child by Tish Hinojosa.

Games

Lotería

At holiday celebrations and family gatherings, families enjoy playing Lotería. It's just like bingo, except that instead of numbers and letters, Mexican Lotería uses pictures. There are 48 cards or pictures. Even the little children can play, since they can recognize the pictures. Mexican supermarkets and Spanish teachers' catalogs carry this game.

En la casa de Rosita

This game is played by children at parties. Pick a leader who says:

En la casa de Rosita hay una estrellita,
que se mueve así, *(hands up)*
y así, *(squat down with hands on knees)*
y así. *(stand up with hands on waist)*
¡El que se mueve lo pellizco así!
Uno...dos...tres...quatro...cinco...

In Rosita's house there is a star,
that moves like this, (hands up)
and this, (squat down with hands on knees)
and this. (stand up with hands on waist)
The one who moves will be pinched!
One...two...three...four...five...

Children remain still with their hands on their waists while the leader counts. The leader will pinch the first one that moves as she/he says:
"Te moviste.."
You moved.

Crafts

Family.com (http://family.com/) has lots of craft suggestions and is searchable by the name of the craft or by materials. Here are three excellent ideas that you will find at that web site.

Color a Piñata
For toddlers and preschoolers, copy the picture of the "donkey" piñata at the end of this chapter, and let the children color it.

Make a Piñata
For directions to make a piñata with a balloon and papier maché, search Family.com under "papier maché crafts."

Tissue Paper Flowers
For directions to make tissue paper flowers, search Family.com under "paper blossoms."

Luminarias and Tin Can Lanterns
For directions to make luminarias and tin can lanterns, search Family.com under "can crafts." Or, for directions for luminarias. look in *Hands-On Latin America: Art Activities for All Ages* by Yvonne Y. Merrill.

Papel Picado
Make papel picado using directions at the the *El día de los niños / El día de los libros* web site at www.tsl.state.tx.us/ld/projects/ninos/papel.html.)

Guest Presenter

Invite a mariachi band or ballet folklórico to perform at your library.

Video

Sesame Street Fiesta! (30 minutes)

Web Site

Look in the section about music and entertainment at *Latino.com* (www.latino.com) for a list of the First Annual Latin Grammy Winners.

¡Es hora de festejar! / Fiesta Time!

by Paola Ferate-Soto, Josefina Rodriguez-Gibbs, Nohemi Lopez, and Maricela Moreyra-Torres

Books to Share

Azulín visita a México by Virginia Poulet.
¡Fiesta! by Ginger Fogleson Guy.
A Gift From Papa Diego / Un regalo de papá Diego by Benjamin Alire Sáenz.
¡Qué sorpresa de cumpleaños! by Loretta López.
Salsa by Lillian Colón-Vila.
El viejo y su puerta by Gary Soto.

Bulletin Board

Celebrate!
Attach colorful balloons to the border of the bulletin board and display photos of parades and celebrations from around the world.

Display

Fiestas!
Display books about fiestas and celebrations from around the world, sprinkle confetti and hang or drape colorful crepe paper streamers and balloons around them.

Poem

Read a poem from *My Mexico / México mío* by Tony Johnston.

Song

La cucaracha

Coro:
La cucaracha, la cucaracha,
ya no puede caminar,
porque no tiene, porque le falta,
la patita principal.

Dicen todas estas niñas,
que yo soy la más chiquita,
si señor eso es muy cierto,
y también la más bonita.

Coro.

The Little Cockroach
(Translated by Paola Ferate-Soto)

Chorus:
The little cockroach, the little cockroach,
Can no longer take a walk,
Because she is missing, because she's lacking.
One of her legs in the back.

All the girls that like to gossip,
Keep saying that I'm the smallest,
Well, yes sir, that is the truth,
But I'm also the most beautiful!

Chorus.

Flannel Board

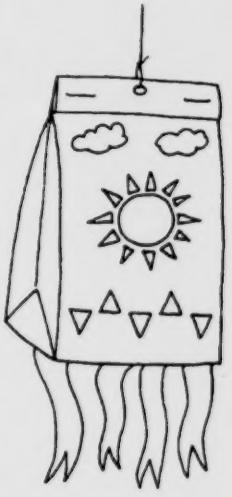
Tell "El gallo elegante / The Elegant Rooster" from *Multicultural Folktales: Stories to Tell Young Children* by Judy Sierra & Robert Kaminski.

Craft

Paper Bag Piñata
(Adapted from *Look What You Can Make With Paper Bags: Over Ninety Pictured Crafts and Dozens of Other Ideas* by Judy Burke)

Materials
Paper grocery bags
Streamers
Stickers
Markers
Glue
Construction paper
Treats and small party favors
Newspaper or tissue paper
String
Scissors

Directions
The children decorate the paper bags with stickers, streamers, markers, construction paper and any other materials available. While the librarian fills the piñata with candy and small party favors, let the children tear up the tissue paper or newspaper into strips. The librarian then inserts the strips of paper into the bag as filler, folds the open end of the bag, and staples it closed as shown in the illustration. Punch holes in the folded end of the paper bag Thread a 3-foot long string through each of the holes and knot the ends. Hang the piñata from the string and let the children break it.



Games and Activities

The following games are from *Pin the Tail on the Donkey* by Joanna Cole.

The Limbo
Play lively music while two adults hold a yardstick or broom. The children form a line and bend backward to walk under the pole without touching it. After all the children have a turn, the adults lower the pole a bit. The children go under it again and again, and each time they do the pole is lowered until very few can go under it. Anyone who touches the pole is out.

Let's Conga
Play "Conga" on *Greatest Hits* by Gloria Estefan or a Latin hit of your choice.

Tell the children to form a line and hold onto the waist of the person in front of them. Tell them to sing along with the music or else tell them to repeat "Everybody do the conga. Let's do the conga now!" The children take one step forward, stop, and put out their right foot. Then they take one forward, stop, and put out left foot, etc.

Musical Recordings

"La bamba," "Rice With Milk," and "Many Colors" on *Universe of Song* by María del Rey.
"El casamiento de los palomos" on *Grandes éxitos Cri-Cri, Digital 2* by Francisco Gabilondo Soler.
"De colores," "La pulga de San José," and "Guantanamera" on *Vol 1 - Lírica infantil* by José-Luis Orozco.

Nuestras familias / Our families

by Paola Ferate-Soto, Josefina Rodriguez-Gibbs, Nohemi Lopez, and Maricela Moreyra-Torres

Books to Share

Besos mágicos by Ana María Machado.
La estupenda mamá de Roberta by Rosemary Wells.
Hairs / Pelitos by Sandra Cisneros.
In My Family/ En mi familia by Carmen Lomas Garza.
Sip, Slurp, Soup, Soup/ Caldo, caldo, caldo by Diane Gonzalez Bertrand.
Los tres cerdos / The Three Pigs: Nacho, Tito, and Miguel by Bobbi Salinas.

Bulletin Board

My Family / Mi familia
Ask children to bring a drawing or photo of their families to display on the board. Surround the photos and drawings with a colorful boarder and at the top write the words, "My Family/ Mi familia."

Decorations

Arrange books about families on display tables. Surround them with framed photographs of family members.

Rhymes

La araña Pirulina
(Traditional rhyme from Mexico)

La araña Pirulina
Por la pared se subió
Y mi tia Catalina
Con la escoba la barrio.

The Little Spider Pirulina
(Translated by Paola Ferate-Soto)

The little spider Pirulina
Climbed slowly up the wall
Here comes Aunt Catalina
And swats her with the broom.

Mi tío
(Traditional rhyme from Colombia)

Mi tío, mi tío, llegó de Puerto Rico,
y me trajo un bonito abanico.
Mi tío, mi tío, se fue a tierra extranjera,
y me trajo de vuelta unas lindas tijeras.
Mi tío, mi tío, volvió desde Marruecos,
y me trajo de vuelta unos bonitos suecos.
Mi tío, mi tío, viajó hasta el Japón,
y me trajo de vuelta un jueguito de ping-pong.
Mi tío, mi tío, pasaba por Peking,
y me trajo de vuelta un lindo balancín.
Mi tío, mi tío, paseaba por Perú,
y me trajo de vuelta un amigo que eres tú!

My Uncle
(Translated by Paola Ferate-Soto)

Mi uncle, my uncle just came from Puerto Rico,
And he brought me a very pretty fan.
My uncle, my uncle, left to go overseas,
And he brought back a pretty pair of scissors.
My uncle, my uncle, came back from Morocco,
And on his way back he brought me some great shoes.
My uncle, my uncle, traveled to Japan,
And when he came back he brought a ping pong game.
My uncle, my uncle passed by Peking,
And he brought back a titer tater machine.
My uncle, my uncle, traveled to Peru,
And guess what he brought back: A friend like you!

Fingerplay

Tres monitos saltando en la cama
(This translation of the traditional rhyme, "Three Little Monkeys" is by Paola Ferate-Soto.)

Tres monitos saltando en la cama.
Uno se cayó y la cabeza se pegó,
Mamá llamó al doctor y el doctor le dijo:
"¡No más monos saltinbanques en la cama!"

Dos monitos saltando en la cama,
Uno se cayó y la cabeza se pegó,
Mamá llamó al doctor y el doctor le dijo,
"¡No más monos saltinbanques en la cama!"
Un monito saltando en la cama,
Ese se cayó y la cabeza se pegó,
Mamá llamó al doctor y el doctor le dijo,
"¡No más monos saltinbanques en la cama!"

Three Little Monkeys
Three little monkeys jumping on the bed,
One fell off and bumped his head,
Mamma called the doctor and the doctor said,
"No more little monkeys jumping on the bed!"

Two little monkeys jumping on the bed,
One fell off and bumped his head,
Mamma called the doctor and the doctor said,
"No more little monkeys jumping on the bed!"

One little monkey jumping on the bed,
He fell off and bumped his head,
Mamma called the doctor and the doctor said,
"No more little monkeys jumping on the bed!"

Poem

Amor Filial
(The following poem by Amado Nervo is about "family love," the love a child has for both of his/her parents.)

Yo adoro a mi madre querida,
yo adoro a mi padre también;
ninguno me quiere en la vida
como ellos me saben querer.

Si duermo, ellos velan mi sueño;
si lloro, estan tristes los dos;
si rio, su rostro es risueño:
mi risa es para ellos el sol.

Me enseñan los dos con inmensa
ternura a ser bueno y feliz.
Mi padre por mi lucha y piensa;
mi madre ora siempre por mi.

Yo adoro a mi madre querida,
yo adoro a mi padre también;
ninguno me quiere en la vida
como ellos me saben querer.

Family Love
(Translated by Josefina Rodriguez-Gibbs and Nohemi López)

I adore my dear mother,
I adore my dear father too;
No one loves me as much
As they know how to love me.

When I sleep, they keep watch over me;
When I cry they are sad with me;
When I laugh they smile with me:
My laugh is the sunshine for them.

They tenderly teach me
to be happy and nice.
My father does his best for me;
My mother prays always for me.

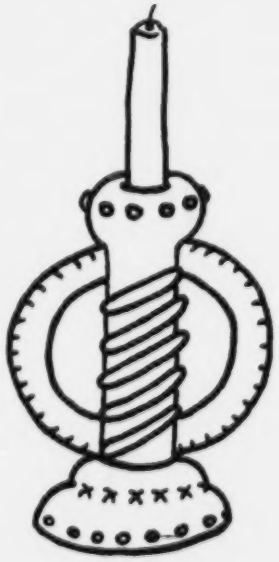
I adore my dear mother,
I adore my dear father too.
No one loves me as much
As they know how to love me.

Craft

Tree of Life Candlestick
(Adapted from *Traditional Crafts from Mexico and Central America* by Florence Temko)

Materials
Play dough or clay
Toothpicks or wire
Tempera Paint
Birthday candle

Directions
Make a Tree of Life Candlestick in advance to display, and then let the children follow these directions and make their own. If clay is used, moisten the ends of the parts to connect them. Roll a ball of dough about 2 inches in diameter and flatten the bottom to make the base of the candle stick. Roll a lump of dough into a pole about 4 inches long and ¼ inch thick to form the trunk of the tree. Join the base and the trunk as shown in the illustration. If the trunk bends, push one or two toothpicks down the middle to keep it straight. For the branches, roll each of two dough balls about 4 ½ inches long and ½ inch thick. Bend the branches to form half circles and attach each to the trunk. Roll a ball of dough into a 1-inch ball and with a toothpick twirl a hole big enough to hold a birthday candle. Attach it to the top of the tree truck. Shape clay into birds, flowers, or small balls of different colors and attach them to the branches and base for decorations. Paint it colorfully and insert a birthday candle for the children to light at home.



Musical Recordings

"El casamiento de los palomos" on *Grandes éxitos Cri-Cri, Digital 2* by Francisco Gabilondo Soler.

"La comadre Juana" on *Vol. 1 - Lírica infantil* by José-Luis Orozco.

"Mi familia," "Tortillitas," and "Este chiquito y bonito" on *Diez deditos/Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco.

"Mis parientes cercanos" on *Oquixpi: Música creativa infantil* by Maruja Lenero.

"La tia Mónica" on *Diez deditos / Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco.

Las estrellas resplandecen sobre Texas / Stars Shine Bright in Texas

by Paola Ferate-Soto, Josefina Rodriguez-Gibbs, Nohemi Lopez, and Maricela Moreyra-Torres

Books to Share

Angel's Kite / La estrella de Angel by Angel Blanco.

La casa adormecida by Audrey Wood.

Flecha al sol / Arrow to the Sun by Gerald McDermott.

Hijo del sol: una leyenda cubana by Sandra Martin Arnold.

Léale a su conejito by Rosemary Wells.

Marcelo el murciélago / Marcelo the Bat by Laura Navarro.

La señora regañona by Susana Sanromán.

Bulletin Board

Texas Skies

Cover the bulletin board with black or dark blue paper. Place the words, "Starry Nights in Texas" across the top. Cut out stars from bright yellow paper. You may do this with an Ellison machine. Cut a moon from white paper. Place the stars on the bulletin board in the form of constellations that may be seen in Texas such as the Big Dipper. Label the constellations. A star chart in an astronomy book will provide ideas.

Display

Place books about stars and constellations and star mythology on a table or display case. Hang mobiles and soft sculptures. Sprinkle yellow stars made of construction paper.

Decorations

Make mobiles using clothes hangers, string, scissors, bright colored construction paper in star and moon shapes and decorate your room with them.

Rhyme

Sol solecito

Sol solecito
caliéntame un poquito.
por hoy y por manana
y por toda la semana.

Sun, Little Sun

(Translated by Paola Ferate-Soto)

Sun, little sun,
warm me up a bit.
All day long as well as tomorrow
and all week long.

El martillo de Juan y de Ana

(This translation of "Johnny and Annie's Hammer" is by Paola Ferate-Soto.)

Juan golpea con un martillo, un martillo, un martillo, *(Pound with right hand)*
Juan golpea con un martillo todo el día.

Ana golpea con dos martillos, dos martillos, dos martillos, *(Pound with right and left hands)*
Ana golpea con dos martillos todo el día.

Juan golpea con tres martillos... *(Pound with right and left hands as well as with right leg)*
Ana golpea con cuatro martillos... *(Pound with right and left hands as well as with right and left legs)*
Juan golpea con cinco martillos... *(Keep moving arms, legs, and also move your head up and down)*

Juan y Ana están cansados, muy cansados, muy cansados, *(Pretend you are falling asleep)*
Juan y Ana están cansados, todo el día.

Juan y Ana se quedan dormidos, se quedan dormidos, se quedan dormidos
Juan y Ana se quedan dormidos toda la noche

Johnny and Annie's Hammer

Johnny pounds with one hammer, one hammer, one hammer, *(Pound with right hand)*
Johnny pounds with one hammer, all day long.
Annie pounds with two hammers... *(Pound with right and left hands)*
Johnny pounds with three hammers... *(Pound with right and left hands as well as with right leg)*
Annie pounds with four hammers... *(Pound with right and left hands as well as with right and left legs)*
Johnny pounds with five hammers... *(Keep moving arms, legs, and also move your head up and down)*
Johnny and Annie are so tired, so tired, so tired, *(Pretend you are falling asleep)*
Johnny and Annie are so tired, all day long.
Johnny and Annie are sleeping now, sleeping now, sleeping now,
Johnny and Annie are sleeping now, all night long.

Habían diez en la cama

(This translation of "Roll Over" is by Paola Ferate-Soto.)

Habían diez en la cama, y el chiquitito dijo:
"¡Voltéense, voltéense!"
Entonces se voltearon, y uno se cayó, ¡Ay!

Habían nueve en la cama...
Habían ocho en la cama...
Habían siete en la cama...
Habían seis en la cama...
Habían cinco en la cama...
Habían cuatro en la cama...
Habían tres en la cama...
Habían dos en la cama...
Había uno en la cama y el chiquitito dijo:
"¡Por fin solo!"

Roll Over

There were ten in the bed, and the little one said,
"Roll over! Roll over!"
So they all rolled over, but one fell out... Ouch!

There were nine in the bed, and the little one said...
There was one in the bed, and the little one said,
"Alone at last!"

Songs

Estrellita, estrellita

(This translation of "Twinkle, Twinkle, Little Star" is by Paola Ferate-Soto.)

Estrellita, estrellita,
me pregunto como estás.
Sobre el mundo, muy arriba,
como un diamante que brilla.
Estrellita, estrellita,
me pregunto como estás.

Twinkle, Twinkle, Little Star

Twinkle, twinkle little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

Fray Santiago

Fray Santiago, Fray Santiago,
¿Duerme usted? ¿Duerme usted?
Suenan las campanas,
Suenan las campanas.
Ding, dang, dong.
Ding, dang, dong.

Are You Sleeping?

Are you sleeping? Are you sleeping?
Brother John, Brother John.
Morning bells are ringing,
Morning bells are ringing.
Ding, dang, dong.
Ding, dang, dong.

Buenos dias

Buenos días, buenos días,
¿Cómo está? ¿Cómo está?
Muy bien gracias,
Muy bien gracias
¿Y usted? ¿Y usted?

Buenas tardes, buenas tardes,
¿Cómo está? ¿Cómo está?
Muy bien gracias,
Muy bien gracias,
¿Y usted? ¿Y usted?

Buenas noches, buenas noches,
¿Cómo está? ¿Cómo está?
Muy bien gracias,
Muy bien gracias,
¿Y usted? ¿Y usted?

Good Morning

Good morning, good morning,
How are you? How are you?
Very well I thank you,
Very well I thank you,
How about you? How about you?

Good afternoon, good afternoon,
How are you? How are you?
Very well I thank you,
Very well I thank you,
How about you? How about you?

Good evening, good evening,
How are you? How are you?
Very well I thank you,
Very well I thank you,
How about you? How about you?

Reader's Theater Script

Arriba Juan

The following is a song, which can be used as a reader's theater script. A mother wakes up her son so he can get to school on time. He pretends he is sick until his mother offers him ice cream.

Mama:

Arriba Juan, arriba Juan, ya cantó el gallito.

Juan:

Ay, no mamá, ay no mamá es muy tempranito.

Mama:

Arriba Juan, arriba Juan, hay que ir a la escuela.

Juan:

Ay, no mamá, ay no mamá me duele una muela.

Mama:

Arriba Juan, arriba Juan, te compré un helado.

Juan:

¡Ay, sí mamá! ¡Ay, sí mamá! ¡Ya estoy levantado!

Get Up John

Mama:

Get up John, get up John, the rooster has crowed.

Juan:

Oh no, mommy, oh no mommy, it's too early yet.

Mama:

Get up John, get up John, it's time to go to school.

Juan:

Oh no, mommy, oh no mommy my back tooth is hurting.

Mama:

Get up John, get up John, I bought ice cream for you.

Juan:

Oh yea mommy! Oh yea mommy! I'm already up!

Craft

Wind Sock

(Adapted from *Every Day is Earth Day: A Craft Book* by Kathy Ross)

Materials

Margarine tubs and lids
Party streamers or ribbon cut into 3 feet lengths
Metal bells (optional)
Ribbon
String

Directions

In advance, cut the bottom out of the margarine tub, cut the center out of the lid leaving the outer ring, and cut 3-foot lengths of the party streamers or ribbon. Children arrange the streamers around the rim of the tub so that they hang over the edge, tuck two ends of a ribbon under the lid to form a hanger, and snap the lid over the rim of the tub. They may then tie metal bells to the ends of the ribbon or to pieces of string as shown in the illustration.

Games and Activities

Luna lunera

(This is a traditional "Ring Around the Rosies" type of game. The children make a circle and hold hands. They recite the rhyme while walking in a circle. At the end of the rhyme, they fall to the ground and freeze. The child who stays still the longest wins.)

Luna lunera cascabelera,
tómate tu Milo y vete pa' la escuela.
si no quieres ir, acuéstate a dormir.

Moon, Moon
(Translated by Paola Ferate-Soto)

Moon, moon, jingle moon,
Drink up your milk, and then go to school.
If you don't want to go, then go back to sleep!

Musical Recordings

"Arrullo" on *Vol. 1 - Lírica infantil* by José-Luis Orozco.
"Duérmete mi niño" and "Los pollitos" on *De colores* by José-Luis Orozco.
"Lunada" on *Grandes éxitos Cri-Cri, Digital 2* by Francisco Gabilondo Soler.
"Las mañanitas" on *Vol. 3 - Lírica infantil* by José-Luis Orozco.

¡Aventúrate! Vamos al Oeste / Be Adventurous! Hitch a Ride to West Texas!

by Paola Ferate-Soto, Josefina Rodriguez-Gibbs, Nohemi Lopez, and Maricela Moreyra-Torres

Books to Share

Baby Coyote and the Old Woman / El coyotito y la viejita by Carmen Tafolla.
The Gullywasher / El chaparrón torrencial by Joyce Rossi.
Listen to the Desert / Oye al desierto by Pat Mora.
Pecos Bill by Steven Kellogg.
Say Hola to Spanish by Susan Middleton Elya.
Viborita de cascabel by Te Ata.

Bulletin Boards

A Trip to West Texas
Cover the bulletin board with brown paper or burlap fabric. Decorate with die cut cactus shapes or use the pattern provided. Crumple gray, brown, or black paper and attach them to the board to look like three-dimensional rocks and stones. Add tumbleweeds from the craft store.

Decorations

Decorate the room and display tables with live cactus plants.

Poetry

Read *Delicious Hullabaloo / La pachanga deliciosa* by Pat Mora.

Finger Plays

Dos pájaros carpinteros
(Adapted by Paola Ferate-Soto)
(Sing to the tune of "Two Little Dickey Birds.")

Dos pájaros carpinteros
Hacen hoyos en el saguaro, *(Index fingers tap an imaginary saguaro cactus)*
Uno se llama María y el otro Pepe.
Se va volando María, se va volando Pepe. *(Take away index fingers one at a time and hide behind your back)*
Vuelve volando María, vuelve volando Pepe. *(Bring index fingers back to the front and make them meet as if kissing each other)*

Two Little Woodpeckers
(Adapted by Paola Ferate-Soto.)

Two little woodpeckers
Tapping the saguaro, *(Index fingers tap an imaginary saguaro cactus)*
One named María and the other named Pepe.
Fly away María, fly away Pepe. *(Take away index fingers one at a time and hide behind your back)*

Come back María, come back Pepe. *(Bring index fingers back to the front and make them meet as if kissing each other)*

Songs

Coyote, coyote
(Adapted by Nohemi Lopez)
(Sing to the tune of "Teddy Bear, Teddy Bear.")

Coyote, coyote toca el piso, *(Touch the ground)*
Coyote, coyote da la vuelta. *(Turn around)*
Coyote, coyote pega un brinco. *(Jump in place)*
Coyote, coyote toca el cielo. *(Reach up high)*
Coyote, coyote cierra los ojos. *(Close your eyes)*

Coyote, Coyote
(Adapted by Nohemi Lopez)
(Use appropriate actions.)

Coyote, coyote turn around.
Coyote, coyote touch the ground.
Coyote, coyote show your shoe.
Coyote, coyote that will do.
Coyote, coyote go upstairs.
Coyote, coyote brush your hair.
Coyote, coyote turn off the light.
Coyote, coyote say good night.
Coyote, coyote duérmete.

Estoy llevando a casa a un bebé cascabel
(Adapted by Paola Ferate-Soto)
(Sing to the tune of "I'm Bringing Home a Baby Bumblebee.")

Estoy llevando a casa a un bebé cascabel.
Mi mamita temblará de miedo.
Estoy llevando a casa a un bebé cascabel,
Jiss, jiss, jisssss.

I'm Bringing Home a Baby Rattlesnake
(Adapted by Paola Ferate-Soto)
(Sing to the tune of "I'm Bringing Home a Baby Bumblebee.")

I'm bringing home a baby rattlesnake.
Won't my mama be so scared she'll shake.
I'm bringing home a baby rattlesnake,
Hiss, hiss, hiss, hisssss.

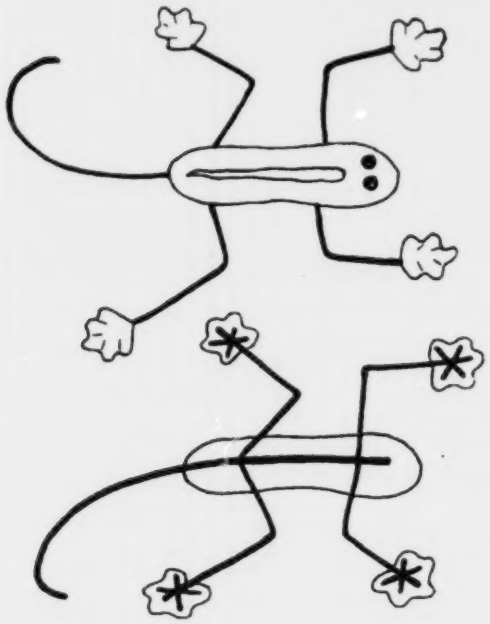
Craft

Gecko Magnet
(Adapted from *Crafts for Kids Who Are Wild about Deserts* by Kathy Ross)

Materials
Two 12-inch brown pipe cleaners
Scissors
Glue
Wooden ice cream spoons or tongue depressors (the spoons are closer to the shape of the gecko)
Yellow tissue paper
Brown marker
Sticky-back magnet strip
Two small, black beads

Directions
Use the illustrations in this chapter to make a sample gecko to display, then let the children make this craft with the help of their parents and following these instructions. Cut one of the pipe cleaners into two pieces for the front and back legs. Make the front legs shorter than the back legs. Bend the pipe cleaners to shape the feet and knees. Cut a 4-inch piece from the second pipe cleaner for the tail and cut eight 1-inch pieces from the second pipe cleaner for the toes. Glue the front and back legs onto the front and back of the spoon. Glue the tail piece over the back legs so that it sticks out at the handle of the spoon. Wrap two 1-inch pieces to each foot to make toes. Cut yellow tissue paper squares and wrap them around each foot. Glue the tissue to each foot. When it is dry, put a piece of sticky-back magnet on each foot. Color the top of the gecko brown with the brown marker. Glue a strip

of yellow tissue down the back and glue on two black beads for eyes.



Games and Activities

Don't Let the Scorpion Bite

This game requires at least six players and is like "Hot Potato." Use a plastic scorpion or a stick for the "scorpion." Choose one child to be the "guesser" and have him/her leave the room. Tell everyone that as long as they don't get caught with the scorpion, it won't bite them, and that they need to pass it on as fast as possible without letting the guesser know who has it. Let the children begin passing the scorpion and call the guesser into the room. He will stand in the middle of the circle. All of the children pretend to pass the scorpion. The "guesser" has three chances to guess who has the scorpion. Whoever gets caught will become the "guesser" for the next round.

Scavenger Hunt

Gather small items such as a feather, a pebble, a plastic animal, etc., and hide them in the storytime area. Give the children a list of the items and a paper bag and let them hunt for them in pairs. Set a time limit and count the number of items that each child finds when the time is up. Give a prize to each child who participates, and a special prize to the one who finds the most.

Guest Speakers

Invite a representative from the local agricultural extension department or a local nursery to do a presentation on desert plants.

Contact your zoo or a local pet shop and ask them to do a presentation on reptiles.

Musical Recordings

"El burrito enfermo" on *Vol. 1 - Lírica infantil* by José-Luis Orozco.

"El chorrito" on *Grandes éxitos Cri-Cri, Digital 2* by Francisco Gabilondo Soler.

"Que llueva, que llueva" on *Diez deditos/Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco.

Web Site

Learn to Draw an Armadillo
www.janbrett.com/learn_to_draw_an_armadillo.htm

Professional Resources

Canciones infantiles: las más bellas y tradicionales canciones para niños by Antonio Salgado.

Ronda que ronda la ronda: juegos y cantos infantiles de Colombia by Olga Lucía Jiménez.

"El gallo elegante / The Elegant Rooster" in *Multicultural Folktales: Stories to Tell Young Children* by Judy Sierra & Robert Kaminski.

Program for Elementary School-Age Children or Young Adults

Beyond the Farm – Exploring the World of Migrant Farm Workers

by Elida Guardia Bonet

Migrant workers move from farm to farm throughout the United States, picking the crops that we enjoy in the supermarket. It is a hard life, a life of constant changes and uncertainties. This program honors those who spend their days in the fields.

Books to Share

Amelia's Road by Linda Jacobs Altman.
Calling the Doves / El canto de las palomas by Juan Felipe Herrera.
La mariposa by Francisco Jiménez.
Radio Man by Arthur Dorros.
Tomás and the Library Lady by Pat Mora.

Books to Show or Book Talk

César Chávez by Consuelo Rodríguez.
The Circuit by Francisco Jiménez.
Joyride by Gretchen Olson.
Not Just Party Girls by Jeanne Betancourt.

Decorations

Decorate with books about farms and pictures of farms, fruit groves, vegetable fields, and buckets and baskets of fruits and vegetables.

Bulletin Board

Display a map of the United States showing different routes that migrants take. On the map, show the types of produce grown in different states. Add pictures of migrant workers in the field.

Songs

"Something in the Rain" on *Culture Swing* by Tish Hinojosa.
"De colores" on *De Colores and Other Latin American Folk Songs for Children* by José Luis Orozco.

Riddles

(From *Tun-tun ¿Quién es?* by Doris Marcano & Carmen Heny)

Todos pasan por mí,
Y yo no paso por nadie.
Muchos preguntan por mí,
Y yo no pregunto por nadie.
(La calle)

They all pass on me,
And I do not pass over anyone.
Many ask for me,
And I do not ask for anyone.
(The road)

Blanco y no es papel.
Colorado y no es clavel.
Pica y pimienta no es.
(El rábano)

White and it is not paper.
Red and it is not a carnation.
Stings and it is not pepper.
(The radish)

Verde como loro
bravo como toro.
(El ají)

Green as a parrot
fierce as a bull.
(The chili)

(From *¿Qué será, que no será?* by Diana Dearden & Verónica Uribe)

En el campo me crié
atada con verdes lazos
y aquel que llora por mí
me está partiendo en pedazos.
(La cebolla)

In the fields I was raised
tied with green bows
and he who cries for me
is cutting me into pieces.
(The onion)

Poetry

Read a favorite poem from *Gathering the Sun* by Alma Flor Ada.

Read a poem from *Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories* by S. Beth Atkin.

Theater

Luis Valdez Early Works: Actos, Bernabé and Pensamiento Serpentino by Luis Valdez. This book contains a collection of nine Teatro Campesino Acts or Farmworkers Theater skits that were written and presented as social protests.

César Chávez: A Mini Play by Larry Stevens. This is a short play based on the life of César Chávez.

Presenters/Programs in Communities

Have a migrant worker or a former migrant worker come and speak to the children.

Crafts

Ristras

Ristras are strings of chilis that hang in many Texas homes and are used to bring good luck. You will find directions for making paper ristras at the http://family.go.com/. Search for "ristra," then click on "International Crafts," and then click on "Mexico: Ristra."

Produce Map

Make copies of the map of the United States at the end of this chapter and give one to each child. Have the children draw and color the produce grown in different states and the routes migrants may travel.

Web Sites

United Farm Workers
www.ufw.org/

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Program for Young Adults

Exploring Our Latino Roots

by Elida Guardia Bonet

Children should know their origins and be proud of their heritage. We should all know where we come from and who we are so that we can concentrate on our goals for the future. We must also get to know those around us, for that is how a stranger becomes a friend.

Many of the books recommended below are collections of short stories. Choose the ones to which your patrons will best relate.

Books to Display or Book Talk

Americanos: Latino Life in the United States by Edward James Olmos, Lea Ybarra, and Manuel Monterrey.

De oro y esmeraldas: mitos, leyendas y cuentos populares de Laninoamérica by Lulu Delacre.

The Emerald Lizard: Fifteen Latin American Tales to Tell by Pleasant De Spain.

Fitting In by Anilu Bernardo.

The House on Mango Street by Sandra Cisneros.

An Island Like You: Stories of the Barrio by Judith Ortiz Cofer.

Stories from Latin America by Genevieve Barlow.

Stories that Must Not Die by Juan Sauvageau.

Sweet Fifteen by Diane González Bertrand.

Decorations

Display arts and crafts from various Spanish-speaking countries.

Bulletin Board

Ask a travel agent for posters and brochures for different Spanish-speaking countries, or buy them from catalogs for Spanish teachers, such as Teachers' Discovery and Carlex. Contact information for these vendors are included in the list of distributors at the end of this chapter.

Poetry

Read "Roots, A Tree for César Chávez" in *Laughing Tomatoes and Other Spring Poems* by Francisco X. Alarcón.

Read "We are Trees" in *From the Bellybutton of the Moon and Other Summer Poems* by Francisco X. Alarcón.

Read "Why Am I So Brown?" in *Cool Salsa: Bilingual Poems on Growing Up Latino in the United States* edited by Lori M. Carlson.

Storytelling Audiotape

Let the teens listen to a story such as "Peanut Man" and the "Magnolia Tree" from the audiotape *Growing up Cuban in Decatur, Georgia* by Carmen Agra Deedy.

Theater

Select a play in *You're On! Seven Plays in English and Spanish* by Lori M. Carlson. (Each play is presented in Spanish and English.)

Crafts

Mural

Let the young adults work as a group on this project.

Materials

Butcher paper

Paint or markers
Scissors

Directions
Bring out books with pictures by muralists such as Diego Rivera or José Clemente Orozco. Let the youths plan and execute a design and hang it in the young adult area of the library.

Map and Flags
Copy the maps of Central America and South America and the flags at the end of this chapter. Give one of each to the students. Show them books and web sites about flags and let them color the flags and match them to the country.

Guest Presenters

Invite someone in your community who is from a Spanish-speaking country to talk about his or her country of origin, show arts and crafts, and possibly share some typical foods.

Invite storytellers to present stories from Spanish-speaking countries.

Web Sites

CulturaLatina.com
http://culturalatina.com/

Latino.com
www.latino.com/

Distributors / Publishers of Bilingual or Spanish Books

Arte Público 1-800-633-ARTE
www.arte.uh.edu/

Carlex 1-800-526-3768 (Supplies for Foreign Language Teachers)
www.carlexonline.com/

Fondo de Cultural Económica USA 1-800-532-3872
www.fceusa.com/

Lectorum 1-800-345-5946
www.lectorum.com/

Libraries Unlimited 1-800-237-6124
www.lu.com/

National Educational Systems 1-800-231-4380

Teachers' Discovery 1-800-832-2437 (Supplies for Foreign Language Teachers)
www.teachersdiscovery.com/

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Hats, Hats, Hats! Craft

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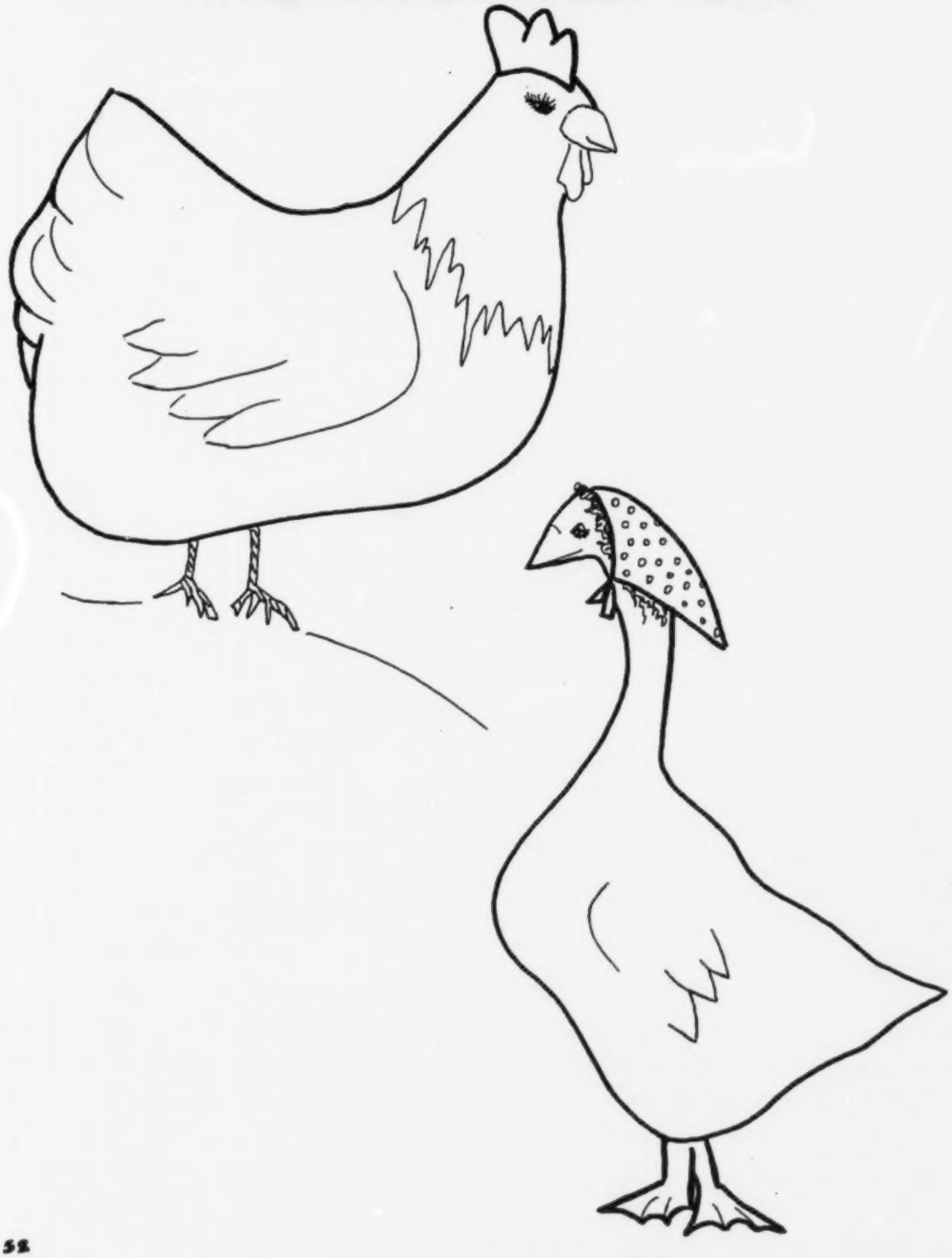
Pollita chiquita /
Henny Penny Flannel Board



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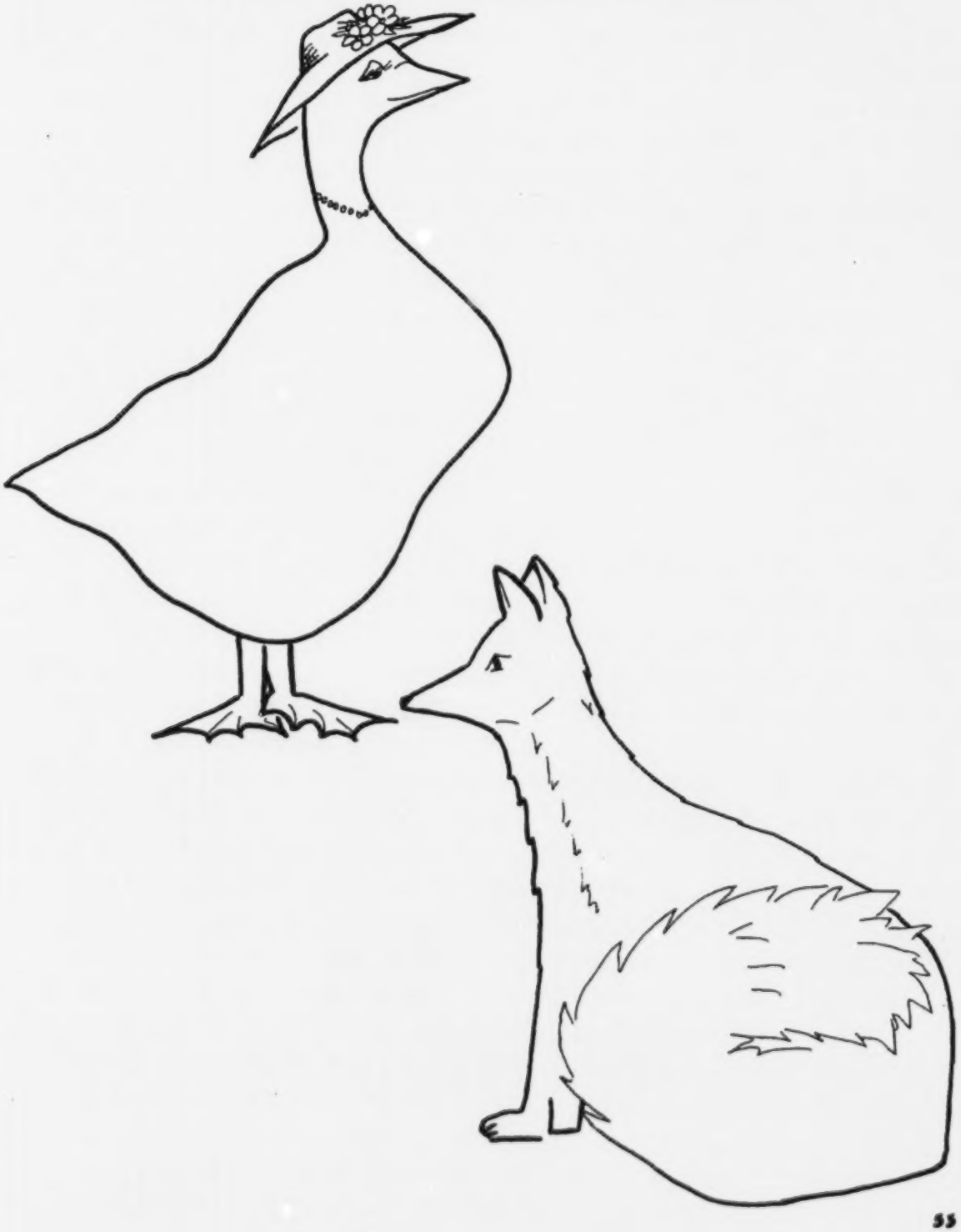
Pollita chiquita /
Henny Penny Flannel Board



Pollita Chiquita /
Henny Penny Flannel Board

Chicken Wing Pattern

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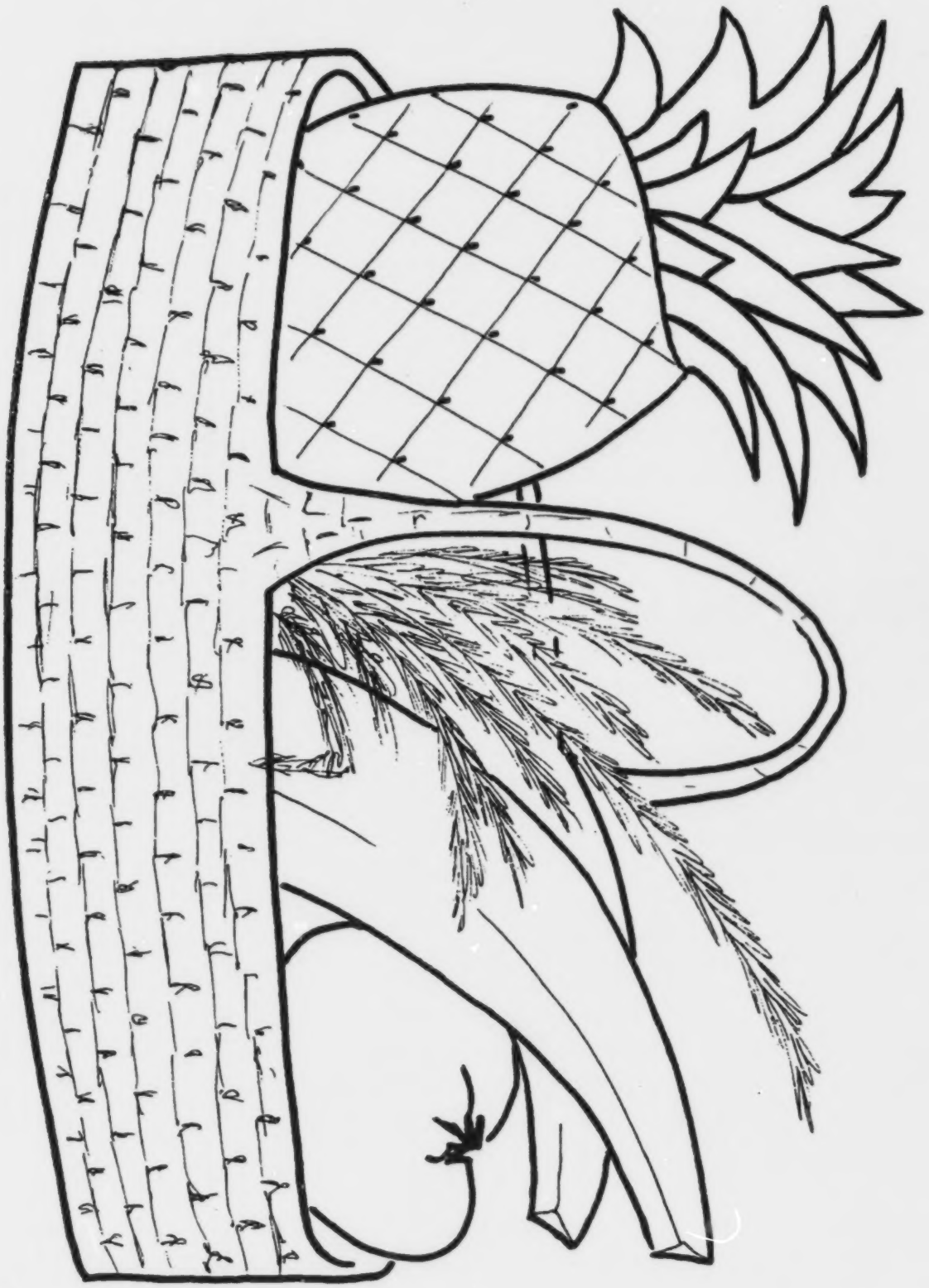
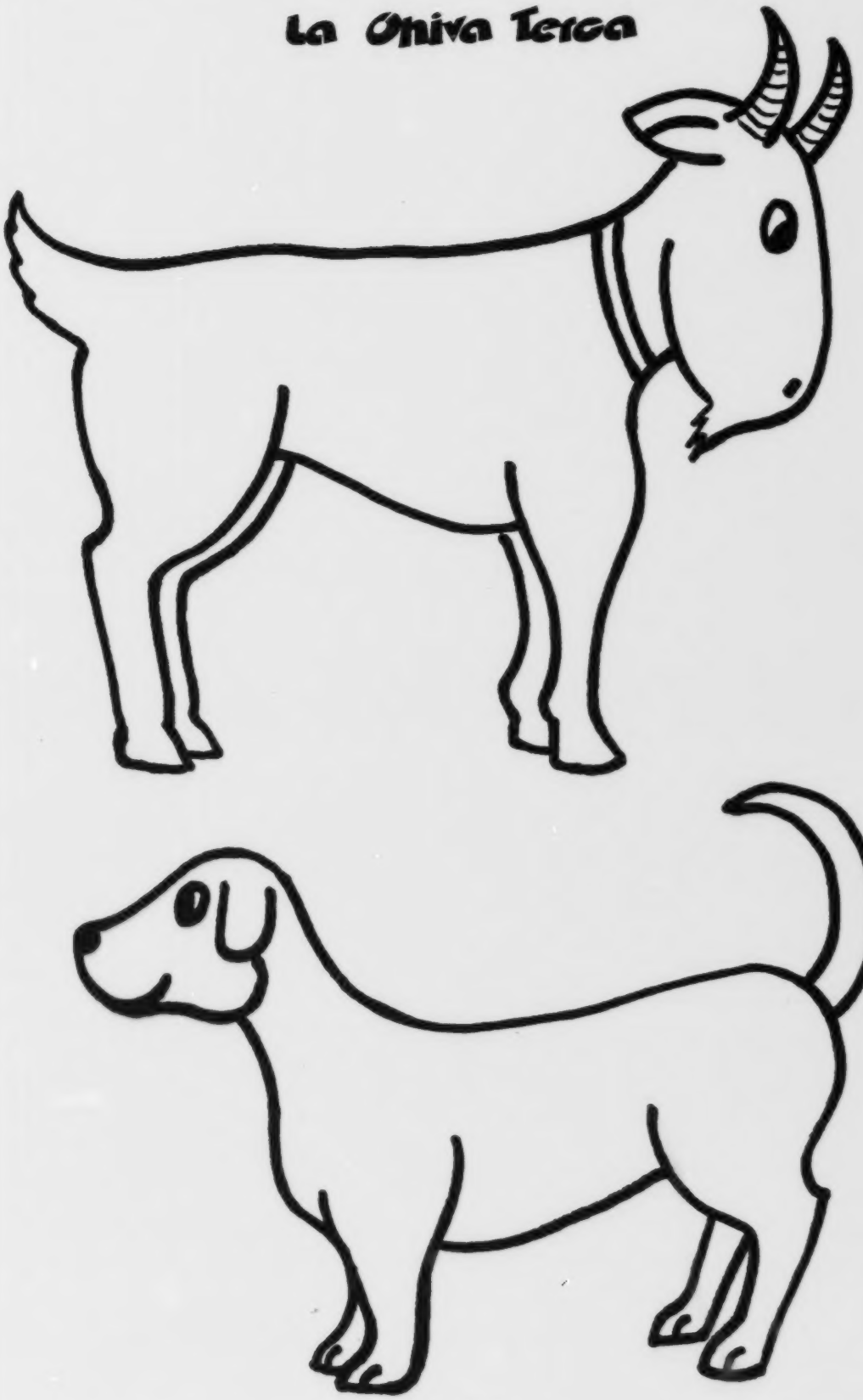
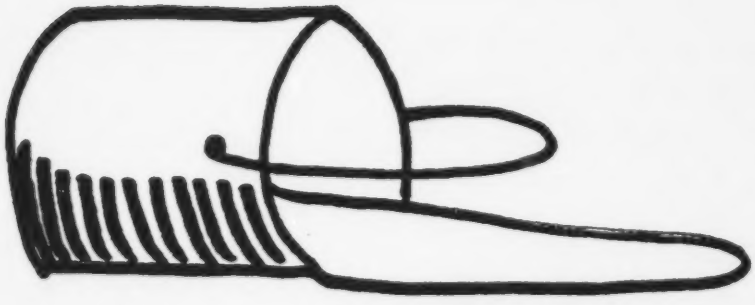
Fruit Basket Craft



La Chiva Terca



La Oniva Terca



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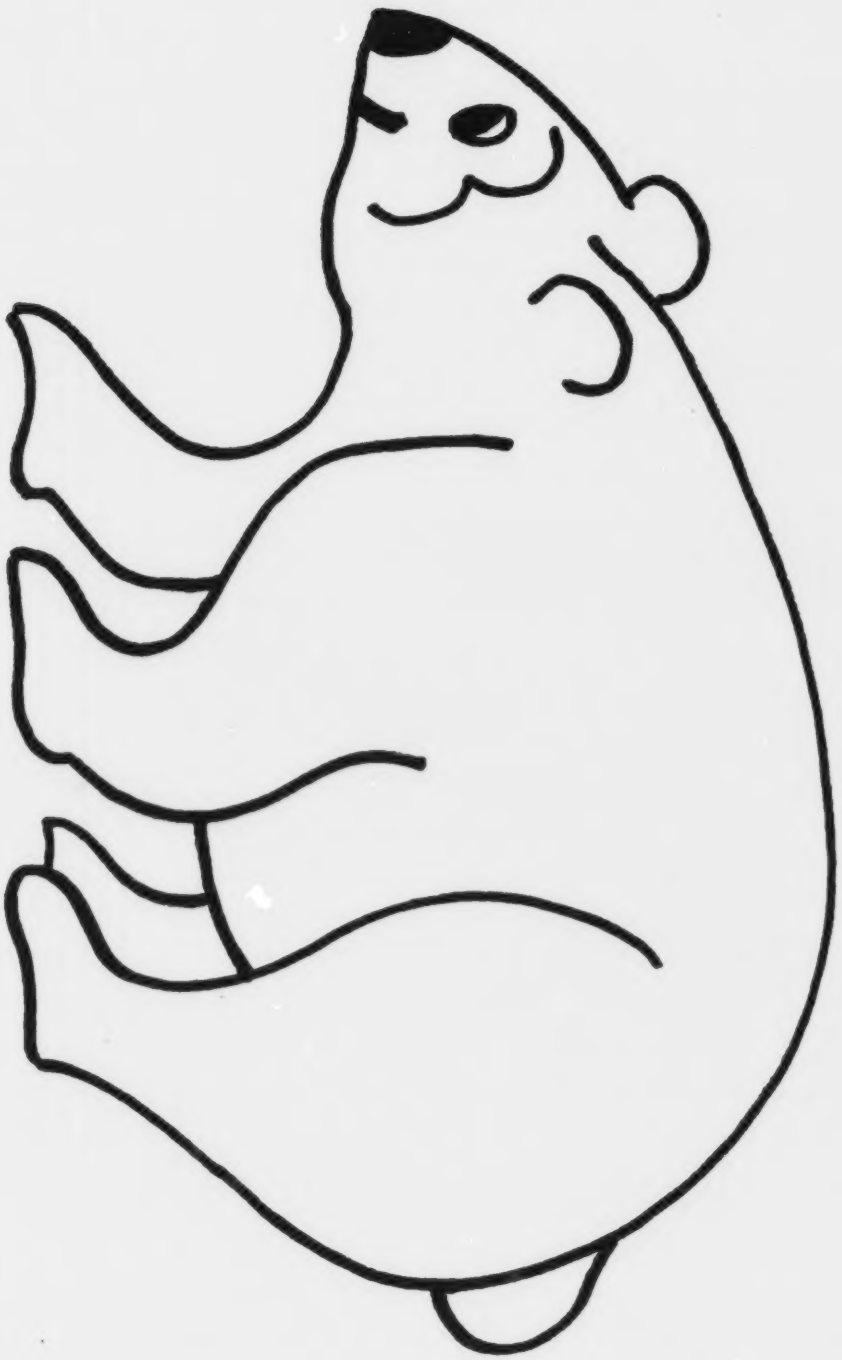
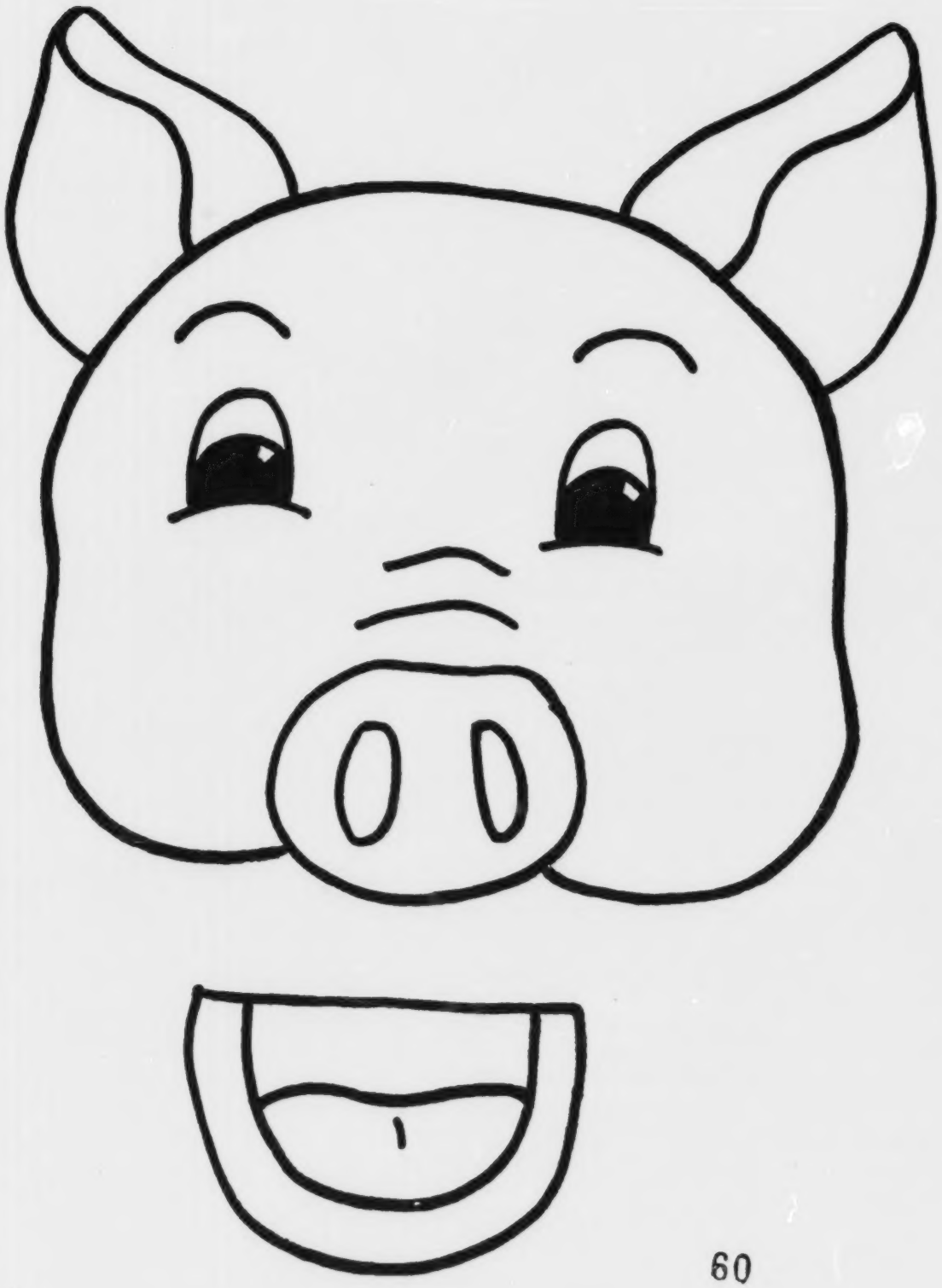
La Oniva Terca



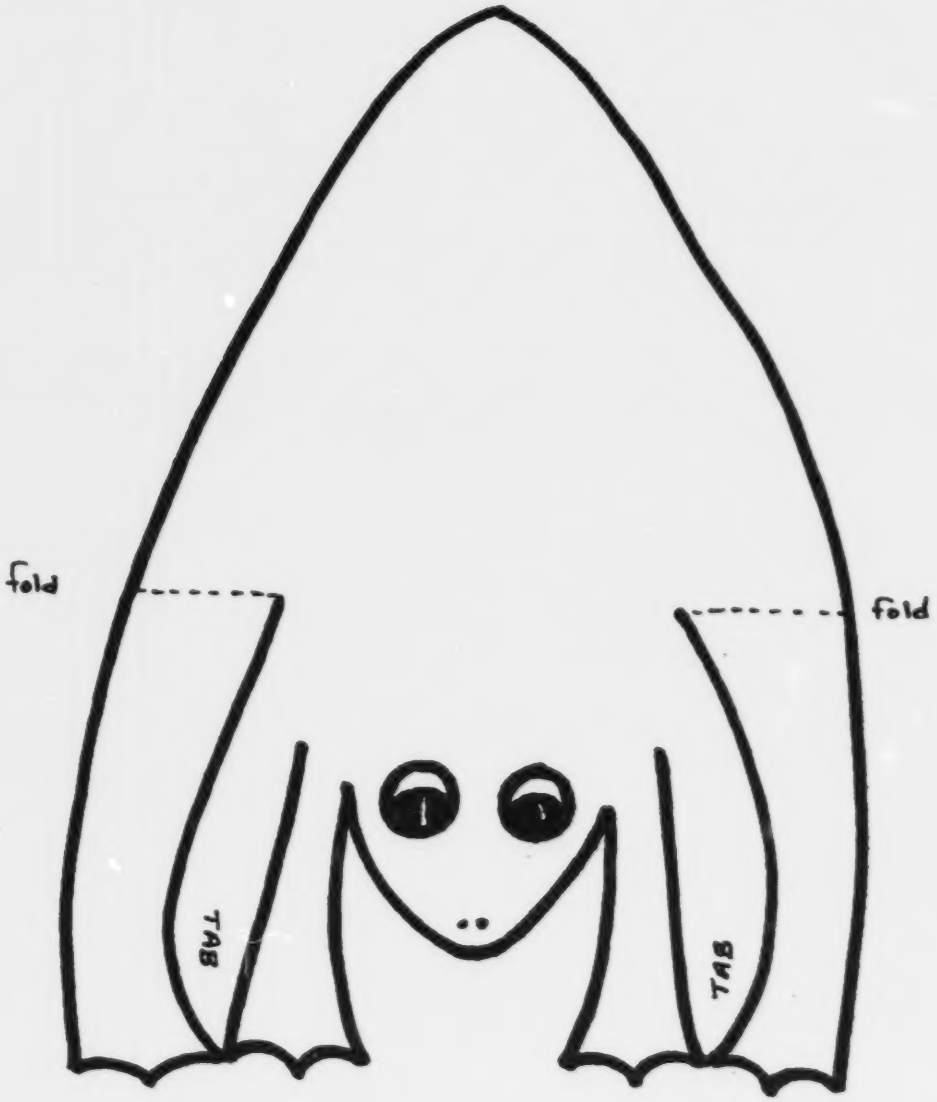
Pig Puppet



FROG

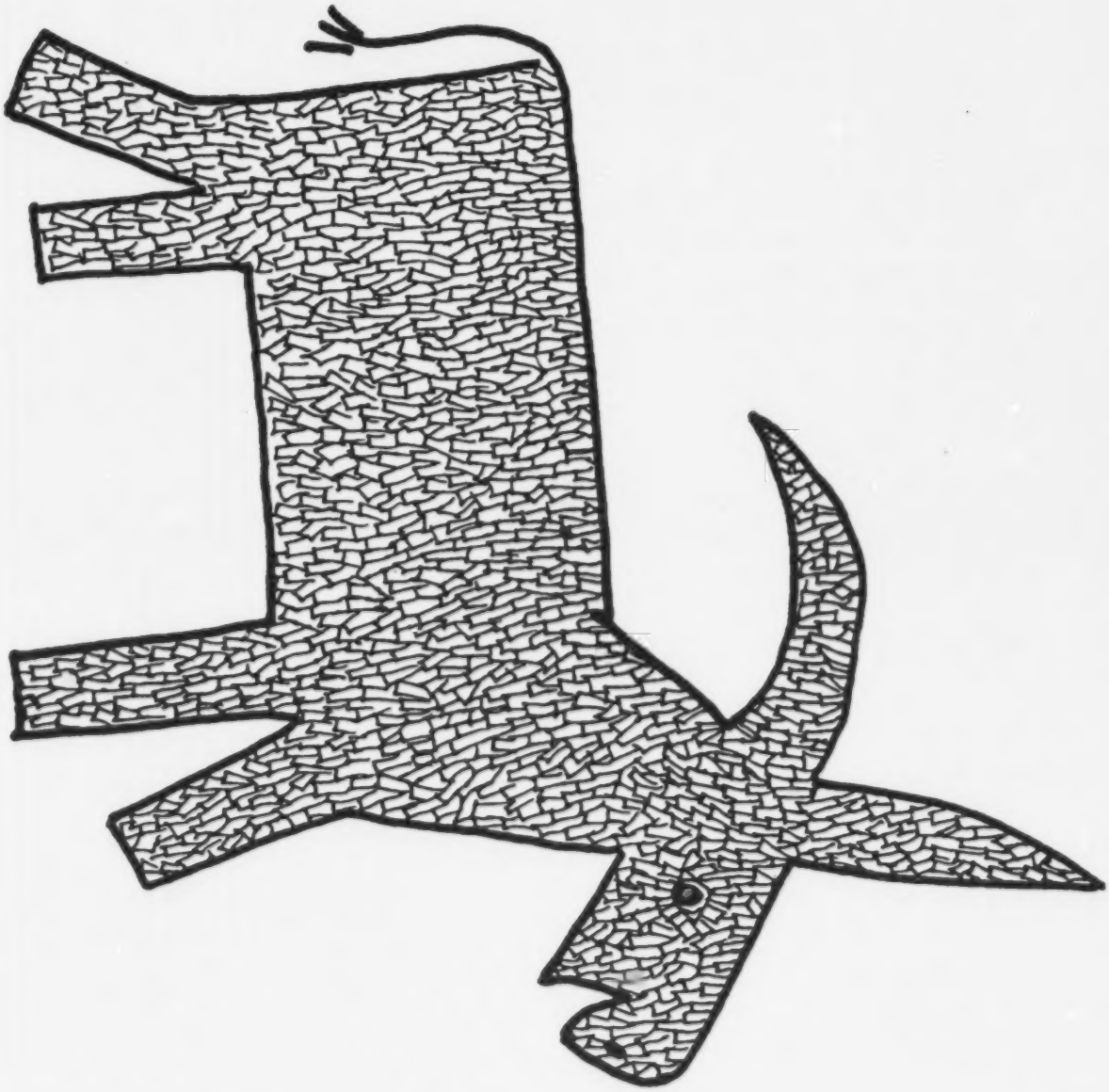
TOP

UNDERNEATH

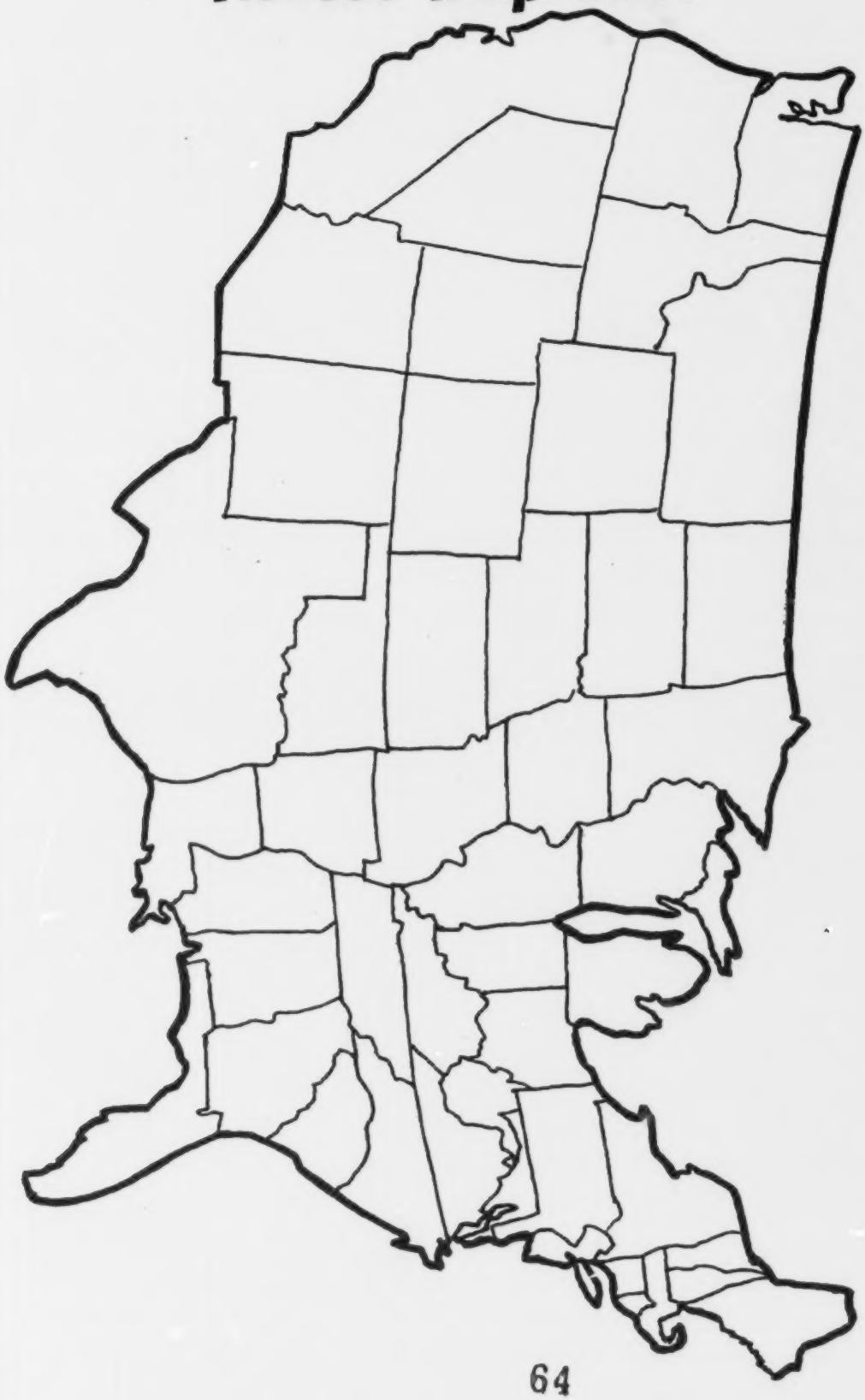


Pinta ratones / Mouse Paint and Medio Pollito Crafts

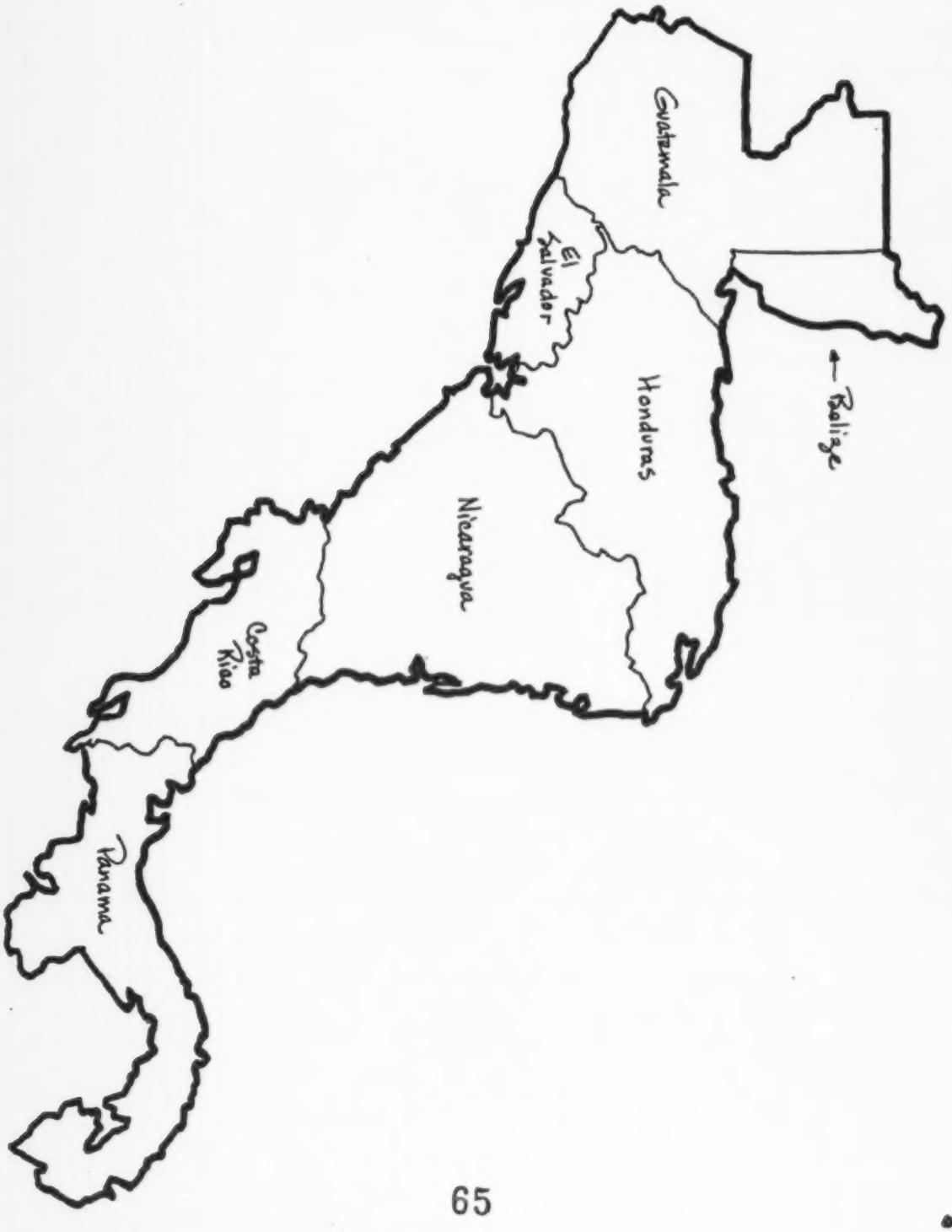
Color a Piñata Craft



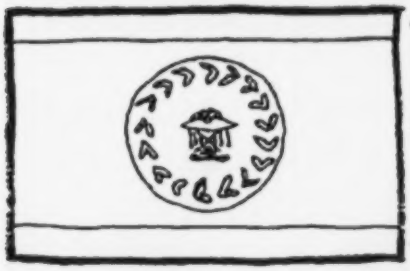
Produce Map Craft



Central America Map and Flags Craft



Central America Map and Flags Craft



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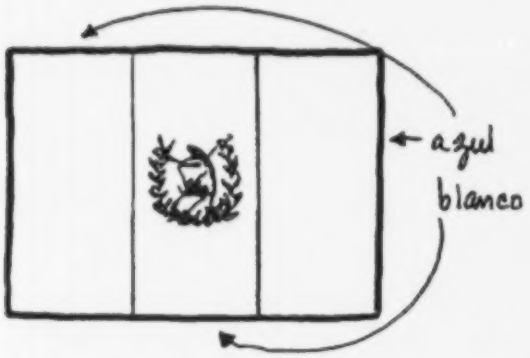

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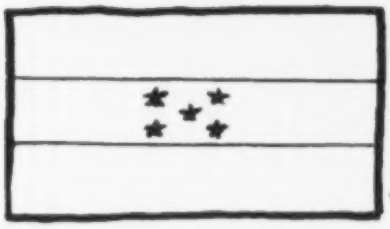

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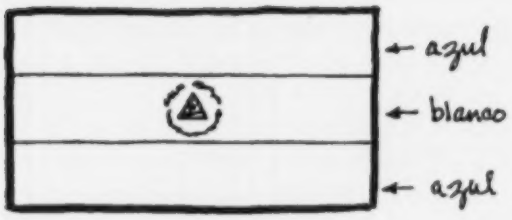
Central America Map and Flags Craft



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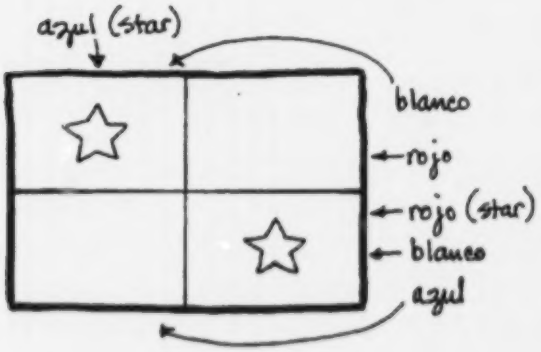

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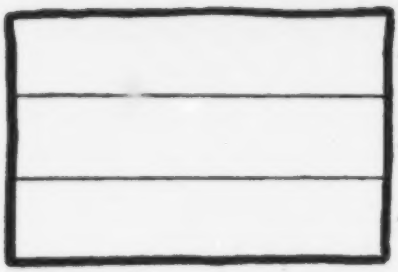
South America Map and Flags Craft

South America Map and Flags Craft



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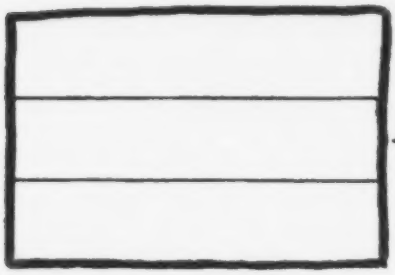

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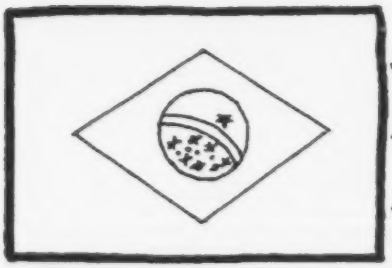

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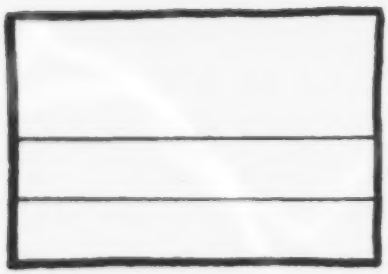

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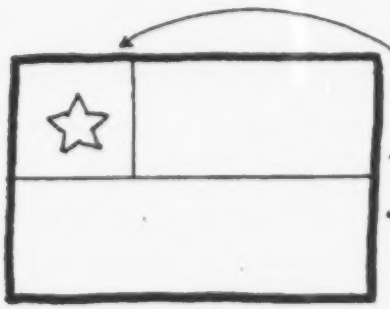

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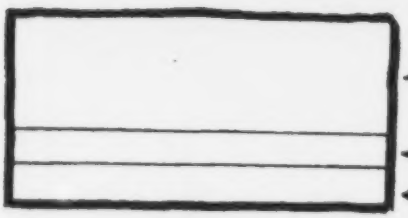
South America Map and Flags Craft



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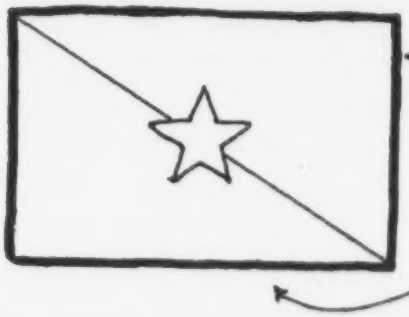

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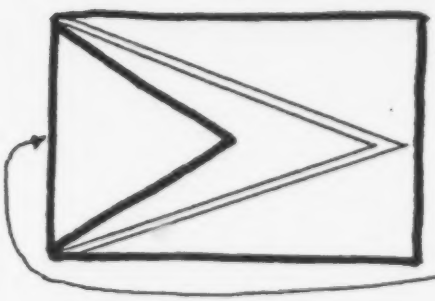

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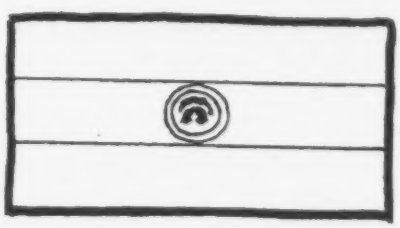

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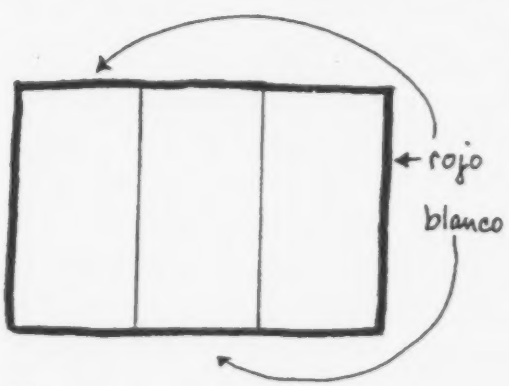

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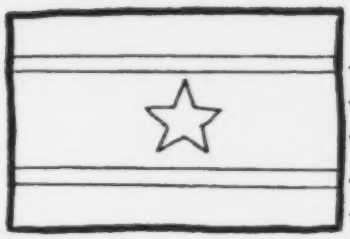
South America Map and Flags Craft



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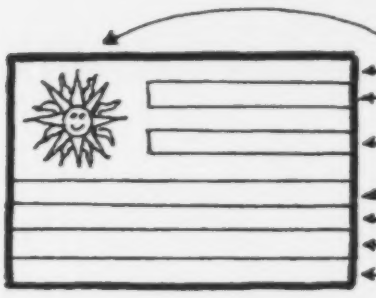

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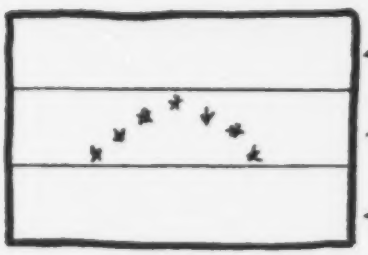

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Dígame un cuento / Tell Me A Story
Bilingual Library Programs for Children and Families

Bibliography

Key to abbreviations for age recommendations:
T= Toddler
P= Preschool
I= Elementary
Y= Young Adult
L= for the Librarian
+ = "and up" All ages above the one listed will find the book of interest.

Note: Titles marked (OP) are out of print and may be borrowed through interlibrary loan.

Books

Aardema, Verna.
Borreguita y el coyote. Knopf, 1991. (T-P)
Coyote wants to eat Borreguita, the little lamb, and she tricks him time and again until he gives up.

Ada, Alma Flor.
Gathering the Sun. Lothrop, Lee, 1997. (T+)
An ABC book of poems about nature and migrant farmworkers.

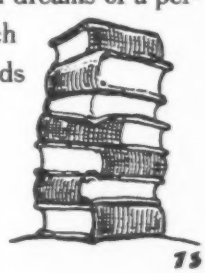
Ada, Alma Flor.
La hamaca de la vaca, o, Un amigo más.
Santillana, 1999. (T-P)
Cumulative tale in which a cow makes room for several friends to swing with her in her hammock.

Alarcón, Francisco X.
Laughing Tomatoes and Other Spring Poems.
Children's Book Press, 1997. (T+)
A collection of poems, English and Spanish, honoring the wonders of life and nature.

Alarcón, Francisco X.
The Bellybutton of the Moon and Other Summer Poems. Children's Book Press, 1997. (T+)
A collection of poems, English and Spanish, honoring the Hispanic heritage.

Alonso, Fernando.
La gallina Paulina. Santillana, 1989. (P)
In this Spanish language book, a little hen asks for help from other farm animals to prepare bread for everyone. The lazy animals refuse to help. When the bread is ready, only the hen and her chicks eat it.

Altman, Linda Jacobs.
Amelia's Road. Lee & Low, 1993. (I)
Amelia, a young migrant child dreams of a permanent, a stable home to which she can always return. She finds a tree that makes her feel special and makes it her special place.



Ancona, George.
The Piñata Maker / El piñatero. Harcourt, Brace, 1994. (I+)
A wonderful book that includes instructions for making old fashioned piñatas from clay pots.

Arnold, Sandra Martin.
Hijo del sol: una leyenda cubana. Troll, 1997. (I)
In this Spanish language title, greedy sun refuses to share the sky with moon in this Cuban legend that explains why solar eclipses occur.

Ata, Te.
Viborita de cascabel. Children's Book Press, 1996. (P)
In this translation of *Baby Rattlesnake*, willful Baby Rattlesnake throws tantrums to get his rattle before he's ready. He misuses it and learns a lesson.

Atkin, S. Beth.
Voices from the Fields: Children of Migrant Farmworkers Tell their Stories. Little, Brown, 1993. (I+)
An excellent collection of poems and essays written by children and teenagers of migrant farmworkers.

Barbot, Daniel.
Rosaura en bicicleta. Ediciones Ekaré (Venezuela), 1990. (T-I)
Señora Amelia is very fond of animals. She has a dog, a cat, a talking parrot, twin canaries and a handsome hen named Rosaura. For her birthday, Rosaura wants a bicycle. Where is Señora Amelia to find a bicycle for a hen?

Barlow, Genevieve.
Stories from Latin America. Passport, 1995. (I+)
A collection of legends and folktales from Latin America presented in both Spanish and English that includes notes on each story.

Bernardo, Anilú.
Fitting In. Arte Público, 1996. (Y+)
Collection of stories about young Cuban immigrants adjusting to life in the United States. Deals with the issues of trying to fit in and how to cross the bridge between the two cultures.

Bertrand, Diane González.
Sweet Fifteen. Arte Público, 1999. (Y+)
A young Mexican American girl is preparing for her coming of age party as she battles between the old Mexican traditions and the American ways.

Bertrand, Diane Gonzales.
Sip, Slurp, Soup, Soup - Caldo, caldo, caldo. Piñata, 1996. (P)
A bilingual rhythmic text with repetitive phrases relates how the children watch Mama make soup and go with Papa to get tortillas before enjoying the results of her labor.

Betancourt, Jeanne.
Not Just Party Girls. Bantam, 1990. (Y+)
A coming of age story in which a well to do young girl volunteers work at a migrant camp and realizes that there are many similarities between her and the workers.

Blanco, Alberto.
Angel's Kite / La estrella de Angel. Children's Book Press, 1994. (I)
A young boy makes a kite that mysteriously restores a long-missing bell to the town church.

Blocksma, Mary.
¿Dónde está el pato? Children's Book Press, 1989. (T)
Berta the mule goes to the city in search of four ducks that are in danger of being caught by the fox in this Spanish language title.

Bonet, Elida Guardia, et al.
To the Library and Beyond! : 2001 Texas Reading Club Manual. Library Texas State Library and Archives Commission, 2001.
The Bilingual Programs Chapter of the 2001 Texas Reading Club manual contains the story "El vaquero al que no le gustaba la noche / The Cowboy Who Did Not Like the Night" adapted by Elida Guardia Bonet which is based on the book, *La noche de las estrellas* by Douglass Gutierrez and Maria Fernanda Oliver.

Browne, Anthony.
Willy y Hugo. Mexico, D.F.: Fondo de Cultura Economica, 1993. (P)
In this Spanish language translation of *Willy and Hugh*, Willy the chimpanzee is lonely until he meets Hugo Gorilon in the park, and the two become friends.

Brusca, María Cristina.
Three Friends: A Counting Book / Tres amigos: un cuento para contar. Henry Holt, 1995. (T-P)
In this bilingual counting book, three friends encounter a variety of Southwestern animals.

Brusca, Maria Cristina, and Tona Wilson.
When Jaguars Ate the Moon and Other Stories About Animals and Plants of the Americas. (Collection of Stories from A to Z). Henry Holt, 1995. (I+)
A collection of folktales, legends, and myths from the American continent. An ABC book, it presents many fruits, vegetables, and animals that are native to the American continent.

Bryant-Mole, Karen.
Alimentos. Heinemann, 1999. (P)
A nonfiction book of foods with good pictures.

Burke, Judy.
Look What You Can Make With Paper Bags: Over Ninety Pictured Crafts and Dozens of Other Ideas. Boyds Mills, 1999. (L)
Simple craft ideas made from paper bags.

Carlson, Lori M., ed.
Cool Salsa: Bilingual Poems on Growing Up Latino in the United States. Fawcett Juniper, 1994. (I+)
A collection of poems presented in both Spanish and English that are written by leading Hispanic poets in the United States.

Carlson, Lori M., ed.
You're On! Seven Plays in English and Spanish. Morrow, 1999. (Y+)
Seven plays by noted Hispanic authors. Selections are short and vary in complexity and style.

Castañeda, Omar S.
El tapiz de abuela / Abuela's Weave. Lee & Low, 1993. (P-I)
A young girl is taught to weave by her grandmother. She makes a beautiful blanket that they take to the market to sell. Beautiful illustrations.

Channell, Jim.
¿Quién vive en el árbol? Gaviota (Spain), 1997. (T-P)
Nice illustrations showing different animals and their habitats. Other titles in collection present different habitats: backyard, lake, sea, etc.

Cisneros, Sandra.
Hairs / Pelitos. Knopf, 1994. (P)
In this bilingual story, a young girl describes how each person in the family has hair that looks and acts different.

Cisneros, Sandra.
The House on Mango Street. Vintage, 1984. (Y+)
A series of vignettes about a young girl growing up in the Latino section of Chicago. A coming of age classic.

Cofer, Judith Ortiz.
An Island Like You: Stories of the Barrio. Puffin, 1995. (Y+)
A coming of age collection of stories about young men and women growing up in a Puerto Rican barrio.

Cole, Joanna.
Pin the Tail on the Donkey and Other Party Games. Morrow, 1993. (L)
Provides instructions for such party games as musical chairs, giant steps, and peanut hunt. (OP)

Colón-Vila, Lillian.
Salsa. Piñata, 1998. (I)
A bilingual story of Rita, a young girl living in New York's El Barrio, who imagines being the director of a salsa orchestra.

de Paola, Tomie.
La flor de nochebuena / The Legend of the Poinsettia. Putnam, 1994. (T+)
A retelling of the Mexican folktale of the Christmas flower.

DeSpain, Pleasant.
The Emerald Lizard: Fifteen Latin American Tales to Tell. August House, 1999. (I+)
A collection of folktales from Latin America presented in Spanish and English. Includes notes on each story.

Dearden, Diana & Verónica Uribe, ed.
¿Qué sera, qué no sera? Ediciones Ekaré (Venezuela), 1992. (T+)
A collection of rhymes, riddles, tongue twisters, and stories in Spanish.

Delacre, Lulu.
Arroz con leche: Popular Songs and Rhymes from Latin America. Scholastic, 1989. (T+)
A collection of songs from Latin America for children and adults to sing and play.

Delacre, Lulu.
De oro y esmeraldas: mitos, leyendas, y cuentos populares de Latinoamérica. Scholastic, 1996. (I+)
A collection of myths, legends and folktales from Latin America. Beautiful illustrations.

Delacre, Lulu.
Vejigante masquerader. Scholastic, 1993. (I+)
The story of a boy who will do everything so he can to be a "vejigante" masquerader for Carnival. Beautiful illustrations. (This fun book also gives facts on carnival celebrations throughout Latin America and instructions on how to make a mask.)

Dorros, Arthur.
Por fin es carnaval. Puffin, 1995. (P-I)
A little boy awaits impatiently for carnival to begin. Rich with the culture of the Andean mountains, the illustrations are beautiful Peruvian "arpilleras" (wall hangings).

Dorros, Arthur.
Radio Man/Don Radio : A Story in English and Spanish, UN Cuento En Ingles Y Espanol. HarperTrophy, 1997.
Diego and his family are migrant farmers who move from state to state picking fruits and vegetables. His radio helps him to learn about the places he's going and to keep in touch with the people he meets along the way.

Ebinger, Virgina Nylander.
Niñez, Spanish Songs, Games, and Stories of Childhood. Sunstone, 1995. (L)
A wonderful resource for librarians who present bilingual programs.

Elya, Susan Middleton.
Say Hola to Spanish. Lee & Low, 1996. (P-I)
Introduces Spanish by defining such common words as "hola," "perro," and "madre."

Flint Public Library.
Ring A Ring O'Roses: Finger Plays for Preschool Children. Tenth Edition. Flint Public Library, 1996. (L)
A handbook of collected finger plays for use in story time programs.

Flora, James.
The Fabulous Firework Family. MacMillan, 1994. (P+)
A family of firework makers are getting ready for the next big festivities in town. Describes the process of making the fireworks. Beautiful illustrations.

Lomas Garza, Carmen.
In My Family / En mi familia. Children's Book Press, 1996. (I)
The author describes her experiences growing up in an Hispanic community in Texas through beautiful illustrations and bilingual text.

Garza, Carmen Lomas.
Ventanas mágicas / Magic Windows. Childrens Book Press, 1999. (T+)
Beautiful papel picado (cut paper) artwork accompanied by vignettes about the artist's childhood years and Mexican-American traditions.

Guy, Ginger Foglesong.
¡Fiesta! Greenwillow, 1996. (T-P)
Bilingual text describes a child's party and provides practice counting in English and Spanish.

González, Lucía.
Bossy Gallito. Scholastic, 1999. (T+)
A fun retelling of the Latin American folktale of the rooster on his way to a wedding.

González, Lucía.
Señor Cat's Romance and Other Favorite Stories from Latin America. Mariposa, 1999. (T+)
A collection of six folktales from Latin America, including "Medio Pollito."

Griego, Margot.
Tortillitas para mamá and Other Nursery Rhymes: Spanish and English. H. Holt, 1987. (T+)
A collection of rhymes in English and Spanish that have been preserved by oral tradition. Accompanied by instructions for finger plays.

Gutierrez, Douglass, and Maria Fernanda Oliver.
La noche de las estrellas. Ediciones Ekaré (Venezuela), 1987. (T-I)
The story of how the stars and the moon came to be. This book was published in English as *The Night of the Stars* and by Kane/Miller Books.

Hall, Nancy Abraham.
Los Pollitos Dicen, The Baby Chicks Sing. Little, Brown, 1999. (L)
This wonderful collection of children's songs provides a glimpse into the culture and traditions of Spanish-speaking countries.

Hazen, Barbara Shook.
¡Adiós! ¡Hola! Atheneum, 1995. (P)
A girl finds new friends after she and her family move in this translation of *Goodbye! Hello!*

Herrera, Juan Felipe.
Calling the Doves / El canto de las palomas. Children's Book Press, 1995. (I+)
A picture book that describes the life of the poet as a migrant farmworker.

Hutchins, Pat.
Llaman a la puerta. Greenwillow, 1994. (P)
In this translation of *The Doorbell Rang,* each time the doorbell rings there are more people who come to share Ma's wonderful cookies.

Immroth, Barbara and Kathleen de la Peña McCook, editors.
Library Services to Youth of Hispanic Heritage. McFarland, 2000. (L)
Information about children's programs, collection development, and many other aspects of library services to Latino children.

Jiménez, Francisco.
The Circuit. University of New Mexico Press, 1997. (Y+)
A powerful collection of essays about life as a migrant farmworker.

Jiménez, Francisco.
La mariposa. Houghton Mifflin, 1998. (I+)
A picture book about a migrant boy who is very shy when he enters school and is unable to speak English. As the caterpillar becomes a butterfly, the reader sees him transform.

Jiménez, Olga Lucía.
Ronda que ronda la ronda: juegos y cantos infantiles de Colombia. Bogatà, Colombia: Tres Culturas Editores, 1990. (L)
This Spanish language title provides songs and singing games for children.

Johnston, Tony.
My Mexico / México mío. Putnam, 1996. (P)
English and Spanish poems about life in Mexico.

Kalan, Robert.
Salta ranita, salta. Translation of *Jump, Frog, Jump!* Mulberry, 1994. (P)
A cumulative tale in which a frog tries to catch a fly without getting caught itself.

Kellogg, Steven.
Pecos Bill: A Tall Tale. Morrow, 1986. (P-I)
Humorous tale of folk hero Pecos Bill.

Kleven, Elisa.
¡Viva! ¡Una piñata! Dutton, 1996. (T+)
A little girl is getting ready for her birthday by choosing her piñata. She becomes so attached to it that she does not want to break it on the day of the party.

Lanchais, Aurélie & Alain Crozon.
¿Quién soy? Ediciones SM (Spain), 1999. (T-P)
A pop-up book of rhymes that help identify animals.

Lee, Héctor Viveros.
Yo tenía UN hipopótamo. Lee & Low, 1997.
A young boy opens a box of animal crackers and imagines giving wild animals to his family and friends.

Lloyd, David.
Sombreros y gorros / Hats. Ediciones Alta (Spain), 1986. (T-P)
A boy and his family play as they all wear different kinds and styles of hats.

Lomas Garza, Carmen.
In My Family / En mi familia. Children's Book Press, 1996. (I)
The author describes her experiences growing up in an Hispanic community in Texas through beautiful illustrations and bilingual text.

London, Jonathan.
Froggy se viste. Penguin Ediciones, 1997. (P)
In this translation of *Froggy Gets Dressed*, rambunctious Froggy hops out into the snow for a winter frolic but is called back by his mother to put on more clothes.

Lopez, Loretta.
¡Qué sorpresa de cumpleaños! Lee & Low, 1997. (I)
A five-year-old Mexican American girl who will

not be six until December has a great deal to celebrate when her sister swaps birthdays with her in the summer.

Luenn, Nancy.
A Gift for Abuelita: Celebrating the Day of the Dead. Rising Moon, 1998. (I+)
The story of a young girl who is missing her beloved grandmother and tries to find a way to feel connected to her and to celebrate the Day of the Dead.

McDermott, Gerald.
Flecha al sol / Arrow to the Sun. Penguin, 1991. (P)
An adaptation of the Pueblo Indian myth which explains how the spirit of the Lord of the Sun was brought to the world of men.

McDonald, Flora.
Quiero a los animales. Mexico, D.F.: Fondo de Cultura Economica, 1996. (T)
In this translation of *I Love Animals*, a girl names all the animals on her farm that she likes, from Jock the dog to the pig and her piglets.

McPhail, David M.
El dia que el perro dijo, "¡Quiquiriqui!" Scholastic, 1999. (P)
The farm animals are bored until a big wind strikes the barnyard in this translation of *The Day the Dog Said, "Cock-a-doodle-doo!"*

Machado, Ana María.
Besos mágicos. Mexico: Consejo Nacional Para la Cultura y las Artes, 1996. (I)
After a trying time, Nanda is able to reconcile the fact that her dad has remarried and that she has a new brother.

Machado, Ana María.
El perro del cerro y la rana de la sabana. Ekare, Ediciones/Banco Del Libro, 1998. (T-P)
A rhyming story about a dog and a frog who argue about who is the bravest.

Marcano, Doris & Carmen Heny, ed.
Tun-Tun ¿Quién es? Ediciones Ekaré (Venezuela), 1991. (T+)
Collection of riddles, rhymes, tongue twisters, and sayings in Spanish.

Merrill, Yvonne Y.
Hands-On Latin America: Art Activities for All Ages. KITS Publishing, 1997. (T+)
A very good introduction to the arts in Latin America with many activities to choose from.

Mora, Pat.
A Birthday Basket for Tía. MacMillan, 1992. (P-I)
Cecilia wants to celebrate her aunt's ninetieth birthday in a special way and decides to gather in a basket objects that represent memories of moments they have shared.

Mora, Pat.
Delicious Hullabaloo / Pachanga deliciosa. Piñata, 1998. (P)
In this bilingual poem, lizards, armadillos, and other creatures of the night make merry beneath the desert moon.

Mora, Pat.
Listen to the Desert / Oye al desierto. Clarion, 1994. (I)
A bilingual poem describing some of the sounds of nature in the desert.

Mora, Pat.
Tómas and the Library Lady. Dragonfly, 2000. (P-I)
A wonderfully illustrated tale of Tomás Rivera and the kind librarian who helped him learn to love books.

Moretón, Daniel.
La Cucaracha Martina: A Caribbean Folktale. Turtle Books, 1999. (T-P)
La Cucaracha Martina doesn't like the hustle and bustle of life in the city. One day she hears a beautiful noise and goes in search of the soft, gentle sound. Along the way, the "ravishing roach" receives marriage proposals from every animal she meets. Martina finally meets the animal of her dreams, Señor Cricket, the source of the beautiful noise.

Morris, Ann.
Hats, Hats, Hats. Lothrop, Lee, 1989. (T-P)
Colorful pictures of different styles and kinds of hats.

Navarro, Arturo.
Pin uno pin dos. Ediciones Ekaré (Venezuela), 1997. (T+)
Collection of rhymes, tongue twisters, riddles, sayings, stories, and songs.

Navarro, Laura.
Marcelo el murciélago / Marcelo the Bat. Bat Conservation International, 1997. (P-I)
A bilingual story of Marcelo, whose daily routine includes going out at night with his parents and other bats to hunt and eat insects.

Noble, Trinka Hakes.
El día que la boa de Jimmy se comió la ropa. Penguin, 1997. (P)
In this translation of *The Day Jimmy's Boa Ate the Wash*, Jimmy's boa constrictor wreaks havoc on the class trip to a farm.

Nodset, Joan L.
Who Took the Farmer's Hat? Heath, 1989. (P)
The wind blows away the farmer's hat and he finds it being used in a most surprising way.

Numeroff, Laura Joffe.
Si le das un panqueque a una cerdita. HarperCollins, 1999. (T-P)
One thing leads to another in this translation of *If You Give A Pig A Pancake.*

Olmos, Edward James, Lee Ybarra, and Manuel Monterrey.
Americanos: Latino Life in the United States. Little, Brown, 1999. (I+)
A photo documentary of Latinos in the United States with great photographs and essays.

Olson, Gretchen.
Joyride. Boyds Mills, 1998. (Y+)
A coming of age novel in which Jeff's summer joyride through a farmer's field leads him to work at the farm with the field workers to pay for the damage. As Jeff gets to know them, his own life changes.

Orozco, José-Luis.
De colores and Other Latin American Folk Songs for Children. Dutton, 1994. (T+)
Lyrics in Spanish and English and music to 27 children's songs from Spanish-speaking countries.

Orozco, José-Luis.
Diez deditos / Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America. Dutton, 1997. (L)
Lyrics of traditional children's songs and rhymes from Latin America with English translations.

Otero, Clara Rosa.
La cena de Tío Tigre y otras obras de teatro para niños. Ediciones Ekaré (Venezuela), 1993. (T+)
Four plays based on popular characters from Caribbean folklore present some of the comical adventures of Tío Conejo, Rabbit, and his furious rival, Tiger. (Children can act the stories or present them using puppets.)

Palacios, Argentina.
El rey colibrí. Troll, 1993. (I+)
Adaptation of the Guatemalan folktale about the origins of the beautiful bird, the quetzal.

Paparone, Pamela.
Los cinco patitos: una rima tradicional. North South, 1997. (T-P)
When her five little ducks disappear one by one, Mother Duck sets out to find them.

Parramón, José María.
Mi primera vista a la granja. Barron's, 1990. (T-P)
A class and its teacher visits a farm where they learn about such animals as cows, chickens, pigs, sheep, and rabbits.

Paulsen, Gary.
La tortillería / The Tortilla Factory. Harcourt, Brace, 1995. (P-I)
The story of how tortillas are made - from the cornfield to your table.

Perera, Hilda.
Rana, ranita / Froggie Froggette. Everest (Spain), 1991. (T+)
A wonderfully illustrated story of a little frog who does not want to be a frog and is deciding what she could be. After several mishaps, she ends up accepting herself the way she is.

Poulet, Virginia.
Azulín visita a México. Children's Press, 1990. (T-P)
In this translation of *Blue Bug Visits Mexico,* Azulín enjoys looking at the toys and crafts and at the people who are dancing at a party.

Reed, Lynn Rowe.
Pedro, His Perro, and the Alphabet Sombrero. Hyperion, 1995. (T-P)
Pedro receives a very fancy *perro*, a dog dressed as a circus cowboy, and a very plain sombrero, for his birthday. Together, Pedro and his dog decorate the hat, adding something to represent each letter of the alphabet.

Rockwell, Anne.
El Toro Pinto and Other Songs in Spanish. Aladdin, 1995. (T+)
A collection of songs from Spain and Latin America.

Rodríguez, Consuelo.
César Chávez. Chelsea House, 1995. (I-YA)
A chapter book for children about the life and work of César Chávez.

Rodríguez, Ruth.
Día de tianguis. Editorial Conafe (Mexico), 1996. (P-I)
A wordless picture book depicting a girl's visit to the market in which everything she encounters becomes alive with movement.

Rohmer, Harriet.
Uncle Nacho's Hat. Children's Book Press, 1989. (T-I)
Uncle Nacho is too attached to his old hat. He is reluctant to let go of it when his niece gives him a new one. A funny and colorful story told in both English and Spanish.

Rondón, Javier.
El sapo distraído / The Absent-Minded Toad. Ediciones Ekaré (Venezuela), 1988. (T-I)
Toad goes to the market and there he discovers a world filled with people, sounds, colors, and smells, but in the confusion, Toad forgets one important thing.

Ross, Kathy.
Crafts for Kids Who Are Wild About Deserts. Millbrook, 1998. (L)

Provides instruction for twenty craft projects such as a cactus puppet, a tortoise treasure keeper, an egg carton rattlesnake, a sand art necklace, and more.

Ross, Kathy.
Every Day is Earth Day: A Craft Book. Millbrook, 1995. (L)
Includes many suggestions for earth-friendly crafts.

Rossi, Joyce.
The Gullywasher / El chaparrón torrencial. Rising Moon, 1998. (I)
In this tall tale to his granddaughter, a grandfather explains to her why he looks the way he does.

Roy, Ron.
Whose Hat Is That? Clarion, 1987. (T-P)
A black and white picture book of hats.

Sáenz, Benjamin Alire.
A Gift from Papa Diego / Un regalo de papá Diego. Cinco Puntos, 1998. (I)
In this bilingual story, when little Diego gets a Superman outfit for his birthday, he hopes to fly across the border to Mexico to be with the grandfather he loves.

Salgado, Antonio.
Canciones infantiles: las más bellas y tradicionales canciones para niños. Selector, 1999. (L)
Traditional Spanish songs for children.

Salinas, Bobbi.
Los tres cerdos / The Three Pigs: Nacho, Tito, and Miguel. Piñata, 1998. (P)
This bilingual retelling of "The Three Little Pigs" takes place in the Southwest.

Sanromán, Susana.
La señora regañona. Mexico, D.F: Fondo de Cultura Económica, 1997. (T-P)
Beautifully illustrated poem about a girl who at first is frightened of the moon and later learns to see "her" as a friend.

Sastrías, Martha.
El sapo que no quería comer. Mexico, D.F.: Fondo de Cultura Economica, 1998. (P)
King Frog gets invited to Queen Turtle's kingdom. There she feeds him the best food of her kingdom but he refuses to eat.

Sauvageau, Juan.
Stories that Must Not Die. National Educational Systems, 1975. (I+)
A collection of folktales and legends from South Texas told in Spanish and English.

Scieszka, Jon.
La verdadera historia de los tres cerditos. Viking Penguin, 1991. (P-I)
In this translation of *The True Story of the Three Little Pigs*, the wolf gives his own outlandish version of what really happened.

Shute, Linda.
Rabbit Wishes. Lothrop, Lee, 1994. (T+)
A retelling of a Cuban folktale about why rabbit has long ears. Beautiful illustrations.

Sierra, Judy.
Multicultural Folktales for the Feltboard and Reader's Theater. Oryx, 1996. (L)
Twenty brief folktales from five continents, with an emphasis on ethnic groups in the U.S. with easy-to-trace patterns for feltboard figures and rod puppets and reader's theater scripts..

Sierra, Judy and Robert Kaminski.
Multicultural Folktales: Stories to Tell Young Children. Oryx, 1991. (L)
Twenty-five folktales representing the peoples

and cultures of Europe, Asia, Africa, and North America, including Latin American and African American stories.

Slobodkina, Esphyr.
Se venden gorras / Caps for Sale. HarperCollins, 1995. (T-P)
When a hat seller resting under a tree and wakes up to find that the monkeys are wearing his caps, and he needs to figure out a way to get them back.

Soto, Gary.
Too Many Tamales. Putnam, 1993. (T+)
While helping cook Christmas tamales, a young girls tries on her Mom's diamond ring and later realizes it is missing. It must be in the tamales, and the only way to find out is to eat all of them!

Soto, Gary.
El viejo y su puerta. Paper Star, 1998. (P)
In this Spanish picture book, an old man misunderstands his wife's instructions and sets out for a party with a door on his back.

Stevens, Larry.
César Chávez: A Mini Play. Relevant Instructional Materials, 1978. (Y+)
A short play on the life and work of César Chávez.

Sykes, Julie.
Los huevos de Dora. Lectorum, 1998. (T-P)
In this Spanish translation of *Dora's Eggs,* Dora looks at the babies of the other farmyard animals and becomes less and less proud of her first eggs, until they hatch into cute chicks.

Tabor, Nancy.
El gusto del mercado mexicano / A Taste of the Mexican Market. Charlesbridge, 1996. (P-I)
A non-fiction book that takes you through a Mexican market in which you encounter the people, the produce, the food, and the smells of the market.

Tafolla, Carmen.
Baby Coyote and the Old Woman / El coyotito y la viejita. Wings, 2000. (I)
A bilingual story of a coyote who teaches his friend how to care for the place that they both love.

Torres, Leyla.
El sancocho del sábado / Saturday Sancocho. Farrar, Straus, 1995. (T-I)
A young girl spends her Saturdays with her grandparents making sancocho, chicken stew. But on this Saturday they do not have all the ingredients needed, so they go to the market with a dozen eggs to barter.

Temko, Florence.
Traditional Crafts from Mexico and Central America. Lerner, 1996. (L)
Directions for making eight traditional crafts.

Totten, Kathryn.
Storytime Crafts. Alleyside, 1998. (L)
Forty-four simple crafts based on storytime themes.

Uribe, Verónica.
El tigre y el cangrejo / The Tiger and the Crab. Kane Miller, 1994. (T+)
A folktale from the Pemón Indians in South Venezuela that explains why the jaguar has eyes the color of fire.

Valdez, Luis.
Luis Valdez Early Works: Actos, Bernabé and Pensamiento Serpentino. Arte Público, 1990. (Y+)
A collection of nine Teatro Campesino Acts (Farmworkers Theater skits) that were written and presented as social protests.

Van Laan, Nancy.
La Boda, A Mexican Wedding Celebration. Little,

Brown, 1996. (P+)
A little girl describes the first wedding she attends in the Zapotec tradition, presenting a mixture of the Catholic and ancient customs.

Velthuijs, Max.
Sapo enamorado. Venezuela: Ekare Ediciones/ Banco del Libro, 1994. (P)
In this translation of *Frog in Love,* Frog is head-over-heels in love with Duck but he is too shy to tell her so.

Vigil, Angel.
The Corn Woman, Stories and Legends of the Hispanic Southwest. Libraries Unlimited, 1994. (P-I)
An award winning collection of folktales in Spanish and English from the Aztecs to modern times. Includes discussion of origins and development of oral traditions.

Vigil, Angel.
The Eagle on the Cactus, Traditional Stories from Mexico. Libraries Unlimited, 2000.
(P-I)
A collection of traditional tales from Indigenous and Spanish Colonial Mexico. Beautiful photos of Mexican folk arts. Stories in both Spanish and English.

Wadham, Tim.
Programming with Latino Children's Materials: A How-To-Do-It Manual for Librarians. Neal Schuman, 1999. (L)
This book contains outstanding ideas for Spanish language collections and activities for library programs.

Wallace, Mary
I Can Make Gifts. Owl, 1995. (L)
Using common household odds and ends, kids can make gifts that are fun, easy, and great-looking.

Walsh, Ellen Stoll.
Pinta ratones. Fondo De Cultura Economica, 1994. (T-P)
A heroic mouse outwits cats and snakes. Introduces colors to young readers.

Wang, Mary Lewis.
El príncipe rana. Children's Press, 1989. (P)
A Spanish retelling of the Brothers Grimm's fairy tale, "The Frog Prince," in which a frog retrieves a ball for a princess in return for a promise that she is reluctant to keep. (OP)

Wells, Rosemary.
La estupenda mamá de Roberta. Santillana, 1995. (P-I)
In this Spanish translation of *Hazel's Amazing Mother,* Roberta, a little badger, comes to understand what a truly special mother she has.

Wells, Rosemary.
Léale a su conejito. Scholastic, 1999. (T-P)
Brief text and colorful illustrations tell what happens when parents and children share twenty minutes a day reading in this Spanish translation of *Read to Your Bunny.*

Wood, Audrey.
La casa adormecida. Harcourt Brace, 1995. (P)
In this Spanish translation of *The Napping House,* a wakeful flea atop a number of sleeping creatures causes a commotion with just one bite.

Zeff, Claudia.
Los animales / The Animals Picture Book. Plaza & Janés (Spain), 1983. (T-I)
Picture book of animals.

Zemach, Margot.
La gallinita roja. Mirasol, 1992. (T-P)
The little red hen discovers that none of her lazy friends are willing to help her plant, harvest, or grind wheat into flour, but all are eager to eat the bread she makes when the work is done.

Zimmermann, H. Werner.
Pollita chiquita / Henny Penny. Scholastic, 1990. (T-P)
The little chick believes the sky is falling and the animals go to the King for help.

Audio Recordings

Bonet, Elida Guardia.
Under the Mango Tree: Stories from Spanish Speaking Countries. Zaratí Press, 1998. (cassette) (T+)

Bonet, Elida Guardia.
Debajo del árbol de mango: Cuentos de países de habla hispana. Zaratí Press, 1999. (cassette) (T+)

Bonet, Elida Guardia.
Rabbit Tales / Los cuentos de Tío Conejo. Zaratí Press, 2000. (cassette) (T+)

Cri-Cri.
Serie platino. BMG/U.S. Latin, 1996. (cassette/CD) (P-I)

Deedy, Carmen.
Growing Up Cuban in Decatur, Georgia. Peachtree, 1995. (cassette) (I+)

del Rey, María.
Universe of Song. Music For Little People, 1999. (CD) (T+)

El Charro y Las Jalapeñas.
Dance Music Mexican Style. Sony, 1999. (CD) (P+)

Estefan, Glora.
Greatest Hits. Sony, 1992. (CD) (P+)

Hinojosa, Tish.
Cada niño/Every Child. Rounder Records, 1996 (cassette/CD) (T+)

Hinojosa, Tish.
Culture Swing. Rounder Records, 1992. (cassette/CD) (Y+)

Lenero, Maruja
Oquixpi: Música creativa infantil. Centro de Estimulacion Temprana Oquixpi, 1999. (cassette/CD) (T+)

Orozco, José-Luis.
De Colores and Other Latin American Folk Songs for Children. Arcoiris, 1998. (cassette/CD) (T+)

Orozco, José-Luis.
Diez deditos / Ten Little Fingers. Arcoiris, 1998. (cassette/CD) (T+)

Orozco, José-Luis.
Vol. 1 - Lírica infantil. Arcoiris, 1998. (cassette/CD) (T+)

Orozco, José-Luis.
Vol. 3 - Lírica infantil. Arcoiris, 1998. (cassettte/CD) (T+)

Soler, Francisco Gabilondo.
Grandes éxitos Cri-Cri, Digital 2. BMG/U.S. Latin, 1992. (cassette/CD) (P-I)

Videos

Note: You must have public performance rights for all videos shown in programs at the library.

¿Eres tú mi mamá? Random House, 1994. (10 minutes) (T-P)
Spanish version of P.D. Eastman's *The Best Nest.*

Mr. and Mrs. Bird go in search of a new nest, coming to the conclusion that their old nest is the best.

Lyric Language Live Action Music Video, Series I. Penton Overseas, Inc., 1992. (35 minutes) (T-I)
A collection of eleven songs with lyrics clearly subtitled on the screen in both Spanish and English. Some of the songs are: "At the Zoo," "The Beach," and "The Supermarket."

Sesame Street Exitos Musicales. Sony Wonder, 1999. (45 minutes) (T-I)
A collection of songs in Spanish with the Sesame Street characters. Some of the songs included are "El mercado" (the market), "El parque" (the park), and "Tortugas" (Turtles.)

Sesame Street Fiesta! Sony Wonder, 1997. (30 minutes) (T-I)
Sesame Street is getting ready for Carnival, a fun fiesta complete with floats, costumes and dances. Special performances by Celia Cruz and Linda Ronstadt. Songs are in English and Spanish.

CD-ROMS

The Tortoise and the Hare. Broderbund, 1994. (T-I)
This animated Aesop's Fable allows children to make characters move, speak, even sing and dance. Voices and text can easily be switched from Spanish to English.

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